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ABSTRACT

A teacher's guide and student curriculum are provided for a hotel-motel occupations competency-based education curriculum designed to facilitate the learning of skills for front office clerks and managers. The teacher's guide contains an explanation of the curriculum and suggested usage, a list of competencies by job title, evaluation aids, references to evaluation instruments and answer keys, reference sections, equipment lists, supplies lists, and appendixes containing data and information on tasks currently performed and equipment used, as determined from the validation survey and master task list. The student curriculum consists of student competency sheets (SCSs) for use by students and instructors. Each SCS pertains to a single task within a unit that is in turn a subgroup within a unit. The format of each SCS includes unit, module, and task; performance steps; learning activities (individual and group); and evaluation (items needed, task, standard). Following the SCS may be information sheets, self-check test, and performance checklists. Materials are divided into two parts: hotel-motel front office clerk and hotel-motel front office manager. (YLB)

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COMPETENCY-BASED EDUCATION CURRICULUM

HOTEL-MOTEL
OCCUPATIONS

Hotel-Motel Clerk
Front Office Manager

Prepared by

L. S. McKinney

Produced at

THE WEST VIRGINIA VOCATIONAL CURRICULUM LABORATORY
CEDAR LAKES CONFERENCE CENTER
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March 1981

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

It is with great pleasure that we bring you another West Virginia competency-based education (CBE) curriculum. This Hotel-Motel Occupations curriculum was developed for West Virginia under contact, Kanawha County Public Schools. The effort was coordinated by staff of the bureau of Vocational, Technical and Adult Education.

The Bureau began advocating CBE curricula in 1974. Since that time West Virginia has produced over 45 CBE curricula in various occupational areas. We also have a number of CBE curricula currently in the process of being developed and/or fieldtested.

This Hotel-Motel Occupations curriculum was inserviced and disseminated to West Virginia teachers at regional meetings during the Spring of 1981. Additional copies of this curriculum are availabel from the:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: 1-800-642-2670 (in state)
304-372-8673 (out of state)

I trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our Vocational Curriculum Labratory. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Assistant State Superintendent of Schools

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ACKNOWLEDGEMENTS

The development of this competency-based curriculum was dependent upon the cooperation and efforts of many people. The preparation of a V-TECS Catalog of tasks for Hotel-Motel Occupations by the State of Louisiana was a basis for the beginning of curriculum development. Appreciation is expressed to the many hotel-motel managers, assistant managers and front office clerks for participating in the West Virginia field validation of tasks.

Leadership and direction of the curriculum development were provided by Mr. Dennis Davis, Director of Vocational Education for Kanawha County Schools; Dr. Fred Harrington, Curriculum Coordinator, West Virginia Vocational Curriculum Laboratory; and Dr. Ed Davis, State Supervisor, Distributive Education.

Valuable advice and assistance were also provided by Ms. Sue Smith, Instructor, Hotel-Motel Front Office Operation, Benjamin Franklin Career and Technical Education Center and Mr. William Dillon, V-TECS Coordinator for West Virginia.

Recognition is also given to the Kanawha County Board of Education and the Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education, for their support and leadership in providing this competency-based curriculum to the vocational teachers in West Virginia.

Recognition is also given to the developers of previous curriculum guides for West Virginia which were used as resources in the development of this curriculum. Appreciation is expressed for the work done on Competencies Common to All Occupations and revised Nursing Assistant curriculum authors.

Appreciation is also expressed to Ms. Sue Smith, Instructor, Hotel-Motel Front Office Operation program, Benjamin Franklin Career and Technical Education Center, for the many hours devoted to the development of her program and assistance to the author.

TEACHER'S GUIDE

INTRODUCTION

This teacher's guide is designed to accompany the Hotel-Motel Occupations Competency-Based Education (CBE) Curriculum. It has been developed to facilitate use of the curriculum by instructor of Hotel-Motel Occupations Programs.

The Teacher's Guide contains: an explanation of the curriculum and suggested usage; a list of competencies, by job title; suggested tests; and a list of references to accompany the curriculum. The appendices contain data and information on tasks currently performed and equipment used, as determined from the validation survey, and list of curriculum aids.

The competency sheets, or instructional modules, in the Student Material may be used by either students or instructors, depending on your teaching style.

In order to assure that task specified in the V-TECS catalog conformed with current practices in West Virginia, a survey was conducted. People employed as hotel managers, assistant managers, front office clerks, and teachers in hotel programs were surveyed to validate the task list. The survey contained lists of tasks and equipment. This curriculum, then, is built around the tasks which are actually performed by people employed in the occupations.

A copy of the data collected through the survey appears in this Teacher's Guide Appendix. You may find this data useful in working with your own advisory committee.

You should also note that there are lists of additional tasks performed, included in the Appendix. These were noted by respondents in relation to invitations to list any tasks not appearing on the survey. Be advised that some of these "tasks" may actually be steps which are a part of the Performance Steps on the Student Competency Sheets of the curriculum; however, the respondents' statements are included as an appendix because the respondents felt they were important enough to list.

USES OF THE
HOTEL-MOTEL OCCUPATIONS
COMPETENCY-BASED EDUCATION CURRICULUM

Curriculum Purpose

The competency-based education (CBE) curriculum, with Teacher's Guide, has been developed so that you may adapt any or all of its contents to accommodate your teaching style.

The purpose of this CBE curriculum is to provide you and your advisory committee with a set of West Virginia-validated Hotel-Motel Occupations Tasks, along with (1) the Steps needed to perform each task, (2) the Evaluation Standards, and (3) suggested Learning Activities.

Depending on your teaching style, you may want to use this material primarily to assist you in your own teaching plan, or the material has been developed in enough detail so that it may, with proper supervision, be used by your students.

How you use this CBE curriculum is up to you. It has been based on the best information and material available during 1980 in West Virginia and the United States.

Curriculum Design

The Student Competency Sheet (SCS) format has been designed for easy readibility. The Unit, or unit of instruction, is noted at the top of each page, followed by a Module title (a group of related Tasks within a Unit), and an identifying Task statement (the name of the SCS). Each Task packet is keyed; for example, I-A-1, which indicates Unit I, Module A, Task 1. Any subsequent related pages are keyed in the upper right-hand corner, as $\frac{\text{I-A-1}}{2}$, $\frac{\text{I-A-1}}{3}$, $\frac{\text{I-A-1}}{4}$, etc. The major division designating the occupation is the Part number. Part numbers are listed as Roman numerals and placed over the other key numbers. The first major section of the SCS is a list of Performance Steps, sometimes referred to as Performance Guide or "teaching steps." Learning Activities are geared toward enabling the student to perform each of the steps and to know how and why they are done. Each Performance Checklist may be used by you as an evaluative aid. The Performance Checklist may be used as both a pre-test and a post-test for professional evaluation in relation to the Standard.

The mid-section of the SCS, the Evaluation, is laid out to define the traditional performance objective in more identifiable terms.

The last section of the SCS is Learning Activities, those learning experiences which will help the student to achieve competence in each step of the Performance Checklist. Here are listed the recommended readings in books most commonly available in State programs. Where such readings are not included in the standard texts, other recommended sources are provided. If the recommended books are not available in your school, you should substitute similar materials. Likewise, where procedural learning activities can be added or substituted according to available resources or your experience with student needs, they should be freely added.

If you wish to supplement the SCS Learning Activities, the following list of kinds of activities may be useful to you.

Audio tape
Brainstorming
Bulletin board
Buzz groups
Chalk board

Committees
Community study
Computer
Debates
Demonstration

Discovery
Discussion
Displays
Dramatizations
Drill and practice

Exhibits
Field trips/research
Film loops
Films
Filmstrips

Flannel boards
Flipchart
Games
Graphics
Homework assignment

Illustrated talk
Independent study
Information sheets
Investigation/reporting
Laboratory work

Large-group/small-group instruction
Library research
Listening
Listing or diagramming
Models

Oral recitation
Panels/symposiums
Problem solving
Programmed materials
Projects

Question and answer
Reading out loud
Real objects
Resource persons
Review

Role playing
Simulation
Slides
Speaking
Step-by-step procedure panels

Supervised study
Team teaching
Television
Transparencies
Verbal illustrations

Videotape
Visual illustrations
Work-study
Writing

DEFINITION OF TERMS

COMPETENCY	A knowledge, skill, or judgment which the learner will demonstrate at a pre-determined level.
LEARNING ACTIVITIES	Activities and resources which will assist the learners in mastering the competencies. Learning activities can range from large group activities to small group activities to individual activities.
MODULE	(1) A group of related tasks within a unit. (2) An instructional packet consisting of Student Competency Sheet, Information Sheets and/or Self-Check Tests and/or Performance Check Sheets (rating sheets).
OCCUPATIONAL SURVEY	The procedure for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders, for the collection and analysis of information concerning such duties.
PERFORMANCE CHECKLIST/ PERFORMANCE STEPS	A series of steps arranged in a sequence ordinarily followed, which, when completed, may result in the performance of a task. Also called "teaching steps."
PERFORMANCE OBJECTIVE	(See also "Evaluation.") A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions.
TASK	A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishment and generally consists of two or more definite steps.
TASK ANALYSIS	The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.
EVALUATION	The measurement of a student's ability to perform all steps necessary to complete a task satisfactorily, as measured by instructor evaluation of pre-determined levels. (1) Test, as identified on Student Competency Sheets, consist of elements

DEFINITION OF TERMS (Continued):

EVALUATION (Con't)	which indicate the condition, or testing situation, confronting the learner under specified conditions and the specific behavior expected. "Test" is composed of three parts: Items needed to perform the task, Task (what must be done to demonstrate competence), and Standard (how well, or to what standard, the skill must be demonstrated). (2) A teacher-graded evaluation of the student's written demonstration of cognitive performance.
STANDARD	The specific level of performance or quality of product which is acceptable for an entry level skill; reflects a consensus from knowledgeable people in the occupation.
UNIT	A major segment of work comprising related tasks; one of the major activities involved in the work performed.

HOTEL-MOTEL CURRICULUM

TABLE OF CONTENTS

Part I
Hotel-Motel Front Office Clerk

UNIT MODULE TASK

I. Introduction to the Hospitality Industry

A. Employment Opportunities

1. Identify hotel-motel jobs
2. Determine job opportunities

B. Scope of Hotel-Motel Industry

1. Identify classifications of Inns
2. Describe hotel departments and positions
3. Outline major areas of guest service

II. Human Relations

A. Interpersonal Skills

1. Establish personal goals
2. Identify successful work attitudes
3. Use principles of human relations
4. Dress appropriately for the job
5. Practice good health habits
6. Practice professional ethics
7. Explain the importance of respecting the feelings of other people
8. Portray a positive image
9. Assume responsibility
10. Accept constructive criticism
11. Maintain poise
12. Display sense of humor
13. Budget time effectively
14. Use failure constructively
15. Organize thoughts logically
16. Identify fallacy in logical thinking
17. Recognize emotive language
18. Utilize sequential thinking
19. Work cooperatively with others
20. Deal courteously with customers
21. View others as individuals
22. Utilize appropriate boldness
23. Be aware of initiative and motivation in job performance
24. Develop an awareness of applying good leadership ability

TABLE OF CONTENTS (Continued)

25. Recognize that success on the job depends on technical proficiency and interpersonal relations
26. Be aware of the importance of your credibility on-the-job
27. Adjust to regulations of the work environment
28. Identify government regulations that pertain to your initial employment
29. Describe legal protection of the employee
30. Respond to guest complaints

III. Tourism

A. Provide Tourist Information

1. Identify and locate tourist attractions
2. Give mileage distances to other cities
3. Give locations of community services
4. Give locations of other hotels-motels and service available

IV. Basic Skills

A. Math Skills

1. Add a minimum of six groups of two columns
2. Subtract two figures from three figures
3. Multiply three figures by two figures
4. Divide three figures by two figures
5. Change decimals to fractions
6. Change fractions to decimals
7. Determine given percentages
8. Calculate using electronic calculator

B. Communication Skills

1. Write legibly
2. Interpret oral directions
3. Give oral directions and explanations to individuals
4. Compose a written message
5. Interpret written directions
6. Interpret charted information
7. Communicate by telephone

V. Perform Clerical Functions

A. Reservations

1. Make a 6:00 p.m. room reservation
2. Make guaranteed room reservation
3. Cancel room reservation

TABLE OF CONTENTS (Continued)

4. Make advance reservation at other Inns
5. Pre-payment of future reservations

B. Guest Registration

1. Register guests
2. Block rooms for incoming guests
3. Inform guests of property services
4. Find rooms for customers when property is full
5. Clean work area
6. Page people using PA System
7. Post current events board

C. Prepare Records

1. Post charges to folio
2. Balance folio accounts
3. Compute average dollar amount spent by guest
4. Compute earning rate per room
5. Compute posting machine balance on all charges
6. Verify cash amount in cash register using posting machine.
7. Verify cash amount turned in on each shift
8. Post restaurant tickets
9. Reproduce records using copy machine

D. Credit and Credit procedures

1. Obtain authorizations on credit cards
2. Make credit card sales
3. Prepare credit card summaries

E. Report Preparation

1. Compute occupancy report
2. Complete excessive charges report
3. Compute employee time worked for payroll
4. Prepare housekeeping report
5. Maintain inventory of office supplies
6. Prepare bank deposits
7. Check restaurant and lounge report

F. Hotel-Motel Accounting

1. Balance accounts receivable
2. Night audit report preparation
3. Accounting for telephone sales

TABLE OF CONTENTS (Continued)

- VI. Perform Customer Service Functions
  - A. Telephone Functions
    - 1. Receive incoming telephone calls
    - 2. Use switchboard (PBX)
    - 3. Log outgoing telephone calls
    - 4. Log and call guests according to wake up schedule
    - 5. Collect unpaid bills
  - B. Cash Register
    - 1. Ring-up cash sales
    - 2. Cash checks
    - 3. Ring-up credit sales
    - 4. Make change for customers
    - 5. Verify cash amount in cash register
    - 6. Disburse petty cash
  - C. Secure Guest's Valuables
    - 1. Secure guest's valuables in safe
  - D. Check-Out
    - 1. Post final charges to folio
    - 2. Check guests out
- VII. Emergency Functions
  - A. Emergency Procedures
    - 1. Call fire departments
    - 2. Use fire extinguisher
    - 3. Call Emergency Medical Service
    - 4. Call police department
    - 5. Provide emergency medical treatment
- VIII. Employment
  - A. Seek and Obtain Employment
    - 1. Write a personal resume
    - 2. Complete a job application
    - 3. Prepare for a job interview
    - 4. Look for a job

TABLE OF CONTENTS (Continued)

IX. Cooperative Work Experience I

A. Front Office Clerk

1. Obtain cooperative work station assignment
2. Complete the cooperative work experience

Part II
Front Office Manager

UNIT MODULE TASK

I. Front Office Management

  A. Personnel Management

    1. Interview prospective employee
    2. Conduct new employee orientation
    3. Conduct employee training
    4. Supervise employee at work
    5. Conduct employee performance evaluations

  B. Customer Service

    1. Reserve meeting rooms
    2. Make group reservations for tours
    3. Book conventions

  C. Credit Checking

    1. Approve checks to be cashed
    2. Credit check on over $100 limit report

  D. Records and Reports

    1. Laundry verification
    2. Prepare rooming report
    3. Review key report
    4. Prepare summary report on outstanding debts
    5. Verify completion of work by employees

II. Know Your Community

  A. Community Organizations

    1. Identify civic organizations and their functions
    2. Explain procedures for registering to vote
    3. Identify volunteer groups and their functions
    4. Determine non-profit public services available and how they function

III. Cooperative Work Experiences II

  A. Front Office Manager

    1. Obtain cooperative work station assignment and complete training agreement and plan
    2. Complete the cooperative work experience

EVALUATION AIDS

INTRODUCTION

The following evaluation aids and references to evaluation instruments and answer keys were developed to aid in conducting the Hotel-Motel Occupations Program. A variety of evaluation aids are presented by Part, Unit, Module and Task Number.

Performance task evaluation aids are not included here. Skill performance is to be evaluated by use of the Performance Steps and Checklists provided with the Student Competency Sheets.

The master task list with check off for performing the task in the school class/laboratory, on the job during the cooperative work experience and competency developed columns should also be helpful in progress reporting and student evaluation. The 5-point rating scale for employer completion reflects only those tasks likely to be performed or observed on the job. Some developmental tasks for the classroom/laboratory do not appear on the employer's rating scale.

TEACHER EVALUATION

Task Codes	Evaluation
I to I I-A-1 I-B-2	Use evaluation standard as evaluation criteria.
I I-B-3	Use evaluation standard and Review Quiz, pages 5-6 in *Front Office Procedure Student Manual*. Answers for Quiz are in the *Front Office Procedure Instructor Guide*. It is suggested that students scoring less than 80% on the quiz be assigned alternate learning activities until a minimum score of 80% is obtained.

Task Codes

II-A-1

Evaluation(s)

TASK TEST

Establish Personal Goals

Read the following list of words. Find the word which best fills in the blank in the corresponding statements. Place the letter in the blank provided at the left of the statement.

A. personal appearance
B. able
C. foresight
D. health habits
E. punctuality
F. tact
G. courtesy
H. attitude toward other people
I. dependable
J. sense of humor
K. self-control
L. open mindedness
M. morality
N. honesty
O. initiative
P. aptitude

______ 1. When we say that people have ability to do something, we mean they are ______________ to do it.

______ 2. When people seem to be born with natural talent which makes it easy to learn certain things, we say that they have ______________ for these things.

______ 3. The value which has the greatest effect upon your personality shows in your ______________.

______ 4. ______________ means having two things: good manners and a true concern for the comfort of others.

______ 5. People who always complete the work given them on the job are ______________.

______ 6. To look and plan ahead displays ______________.

______ 7. Good ______________ helps you feel, act and look your best.

______ 8. If you can see that things need to be done and do them, you have ______________.

______ 9. Being able to see both sides of a question or argument means ______________.

______ 10. Being on time describes ______________.

______ 11. If you can see the funny side of life, you have a ______________.

______ 12. If you can say the right thing at the right time, and handle situations so that no one becomes offended you possess ______________.

Task Codes
I
II-A-1

Evaluation(s)

ANSWER SHEET

1. B. able
2. P. aptitude
3. H. attitude toward other people
4. G. courtesy
5. I. dependable
6. C. foresight
7. D. health habits
8. O. initiative
9. L. open-mindedness
10. E. punctuality
11. J. sense of humor
12. F. tact

Task Codes
I
II-A-2

Evaluations(s)

ACTIVITY TEST

Identify Successful Work Attitudes

"5-Minute Timed Test on Following Directions"

How well do you follow directions? You should be able to complete all the things required in five minutes by following the directions below. Your teacher may wish to time you to see who can finish first, second, etc., so turn your paper over to show when you have completed all the work.

Do not begin until your teacher says "go," then follow directions exactly as given. You will need one sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "X" in each square beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of pages in Chapter 4 of your book and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state where you were born.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed the reading, omit all directions except the first two.

Task Codes
I
II-A-2

Evaluation(s)

TASK

Identify Successful Work Attitudes

Answer each by circling "T" for true, or "F" for false. You must achieve 12 out of 15 correctly. No references may be used.

T F 1. The most important factor in job success is attitude.

T F 2. About two-thirds of the young workers who lose their jobs do so because of poor attitude.

T F 3. Those who are most agreeable to take on unpleasant tasks are often the first to be awarded with pay increases.

T F 4. It is not important to be friendly with your co-workers.

T F 5. If you cannot be loyal to your employer and your company, you should look for another job.

T F 6. Regardless of how a criticism was meant, it is constructive or destructive depending on how you use it.

T F 7. If you are too ill to go to work, it is best to stay home, and then let the employer know why you missed work as soon as you are well.

T F 8. It is not fair for an employer to criticize your work until you have had time to learn the job.

T F 9. Most employers like workers who follow directions exactly as given.

T F 10. The behavior we develop by the time we leave high school affects us for the rest of our lives.

T F 11. The ability to get along with others is something that you are "born with" - it can't be learned.

T F 12. Written evaluations of your work by your employer are legal.

T F 13. A sense of humor is the ability to laugh when the joke is on you.

Task Codes

I
II-A-2
2

T F 14. Criticism is necessary in the job situation.

T F 15. It is best to become a close friend with a co-worker during the first week or two on the job.

Task Codes
I
II-A-2

Evaluation(s)

ANSWER SHEET

Identify Successful Work Attitudes

1. T
2. T
3. T
4. F
5. T
6. T
7. F
8. F
9. T
10. T
11. F
12. T
13. T
14. T
15. F

Task Codes
I
II-A-3

Evaluation(s)

TASK TEST

Using Principles of Human Relations

The following true/false questions deal with the Principles of Human Relations. Place a circle around the letter which represents the correct answer.

T F 1. The ability to make things happen is important both in your social life and in your career.

T F 2. Some things we do for no reason at all.

T F 3. We are more effective in our human relationships if we know why others behave as they do.

T F 4. Everything we do is because we want something.

T F 5. Adults are more self-centered than children.

T F 6. Human beings usually behave on the basis of what is logical.

T F 7. Everyone has some feelings of insecurity.

T F 8. Showing a sincere interest in someone can help you influence that person.

T F 9. Although a smile may be useful in your social life, it is of little value in your career.

T F 10. Putting up a good argument will help you influence others.

T F 11. Catching other people in the right mood is an important fact in making them behave as you would like.

T F 12. Once you can show that another person has made a mistake, it is importance that you get him or her to admit it.

T F 13. Everyone has a basic need to feel important.

T F 14. It is easier to influence another with praise than with criticism.

T F 15. You can tell a great deal about a person by observing his or her mannerisms.

Evaluation(s)

ANSWER SHEET

Using Principles of Human Relations

1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. T
9. F
10. F
11. T
12. F
13. T
14. T
15. T

TEACHER EVALUATION

Task Codes	Evaluation
I II-A-4	Dress appropriately for the job. (EVALUATION: Present to the class an outfit that would be appropriate for a job you have chosen. Explain why the attire would be considered appropriate.)
I II-A-5	Practice good health habits. (EVALUATION: Maintain a chart for a period of one week that shows your good health habits. Write a weekly plan detailing good health habits.)
I II-A-6	Practice professional ethics. (EVALUATION: For one week's time determine what your activities are going to be practicing professional ethics. To determine your success, defend to the class the success of carrying out your plan.)
I II-A-7	Explain the importance of respecting the feelings of other people. (EVALUATION: List five reasons why a person should respect the feelings of others.)
I II-A-8	Portray a positive image of one's self. (EVALUATION: List in writing seven factors involved in a positive image. After practicing a plan to improve your self-image, have the students evaluate you in each of the seven areas within one week.)
I II-A-9	Assume responsibility. (EVALUATION: In writing, indicate three responsibilities you have at home and explain how well you are achieving them.)
I II-A-10	Accept constructive criticism. (EVALUATION: Write an account of three instances where you have accepted constructive criticism in the past week.)

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I II-A-11	Maintain poise. (EVALUATION: List and explain at least five factors that have helped you to maintain poise. After having analyzed your poise and ways to improve it, keep track of your success over a period of one week.)
I II-A-12	Display sense of humor. (EVALUATION: Write a list of three instances where a sense of humor has helped you through difficult situations. Identify five instances you found humorous.)
I II-A-13	Budget time effectively. (EVALUATION: Develop a three-day time schedule for your activities. Keep an accurate record of time spent on your activities for those three days. Compare the proposed time schedule to your actual time schedule, and indicate the effectiveness of your proposed schedule.)
I II-A-14	Use failure constructively. (EVALUATION: Select a recent personal failure, explain how you analyzed that failure and how you profited by it.)
I II-A-15	Organize thoughts logically. (EVALUATION: Given a real issue either local, state, or national, examine the issue thoroughly. List the purposes of all persons concerned in the issue. List the possible choices of action taken and justify those actions. Your logic must stand the instructor's questioning.)
I II-A-16	Identify fallacy in logical thinking. (EVALUATION: Write a set of directions to persons writing letters to the editor so that they may write a logical letter without fallacies on subjects of their choice.)

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I II-A-17	Recognize emotive language. (EVALUATION: Given a current newspaper, locate and underline samples of emotive language, prejudice, bandwagon, jargon, and gobbledygook. Write the correct identifying term over each underlined selection.)
I II-A-18	Utilize sequential thinking. (EVALUATION: Given the following example of "fuzzy" or non-sequential thinking, restate and realign the passage to be sequential: Example: Dave Clark put his class candidates' poster up in place of the other candidates. He tore some signs down and marked on others. He did this to get his candidate elected. He broke into the school.)
I II-A-19	Work cooperatively with others. (EVALUATION: Given your choice of one of the quotes listed in the individual learning activity, select one and list five ways it will assist you in working cooperatively in your trade.)
I II-A-20	Deal courteously with customers. (EVALUATION: Given the following hypothetical situation, select a courteous response and list three or more ways how it might improve the situation: Mrs. Schmidt came in your establishment at 11:00 a.m. with a complaint that was committed by another establishment. You were busy taking stock inventory which was to be completed before 12:00 noon. Being pressed for time, you raised your voice to Mrs. Schmidt and indicated to her you could not take time to discuss the matter. Mrs. Schmidt left, but immediately upon returning home reported the incident to the Better Business Bureau. They in turn reported the matter to your supervisor, who repremanded you. How would you correct the situation?)

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I II-A-21	View others as individuals. (EVALUATION: Select an instance wherein a person is a member of a party, a class, group or organization, and list the differences in regarding the person as an individual and as a part of the group.)
I II-A-22	Utilize appropriate boldness. (EVALUATION: Consider yourself on the job in your occupational area. List five possible instances of appropriate boldness.
I II-A-23	Be aware of initiative and motivation in job performance. (EVALUATION: Assume a possible job situation in your study area; list three things you might do to improve each of the following: initiative, motivation, and job performance.)
I II-A-24	Develop an awareness of applying good leadership ability. (EVALUATION: Given the following ten attributes of a good leader, select five which you consider essential to good leadership: conducts well, patience, power conscious, understanding, greedy, title conscious, sets examples, supremacy, sensitivity to others, directness.)
I II-A-25	Recognize that success on the job depends on technical proficiency and interpersonal relations. (EVALUATION: Write about an instance where you have failed because you did not practice good interpersonal relations with an employer, family member, or school personnel, and answer the question: What should you have done to succeed?)

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I II-A-26	Be aware of the importance of your credibility on the job. (EVALUATION: Choose an important national person and list the traits that makes this person credible and those traits that do not.)
I II-A-27	Adjust to regulations of the work environment. (EVALUATION: List in your own words twenty reasons why people have difficulty adjusting to work environments.)
I II-A-28	Identify government regulations that pertain to your initial employment. (EVALUATION: Identify three areas that relate to government regulations that protect people in your occupational area.)
I II-A-29	Describe legal protection of the employee. (EVALUATION: You have been fired from your job with no explanation. What recourses do you have? List three.)
I II-A-30	Evaluation based on Checklist and evaluation standards.
I III-A-1	Evaluation based on written report and participation in activities.
I III-A-2	Evaluation based on Checklist and standard.
I III-A-3	Evaluation based on written assignment and performance on Checklist according to standard.
I III-A-4	Evaluation based on written assignments.
I IV-A-1	Add a minimum of six groups of two columns. (EVALUATION: Given five addition problems, consisting of six groups of two columns, determine the correct sum for each problem using no references.)

Task Codes

Evaluation

I
IV-A-1

Continued

98	41	77	56	18
76	88	96	37	43
84	52	89	87	76
52	69	90	99	94
79	93	86	58	29
99	39	45	24	75
488	382	483	361	335

I
IV-A-2

Subtract two figures from three figures.

(EVALUATION: Given five subtraction problems consisting of two figures from three figures, determine the correct differences for each problem, using no references.)

164	291	575	921	101
-32	-19	-79	-68	-95
132	272	496	853	6

I
IV-A-3

Multiply three figures by two figures.

(EVALUATION: Given five multiplication problems consisting of three figures by two figures, determine the correct product for each problem using no references.)

936	354	743	345	452
x47	x55	x25	x32	x16
43992	19470	18575	11040	7232

I
IV-A-4

Divide three figures by two figures.

(EVALUATION: Given five division problems consisting of three figures divided by two figures, determine the correct answers for the problems, using no references.)

378 divided by 18 = 21
402 divided by 67 = 6
576 divided by 75 = 7.68
315 divided by 15 = 21
168 divided by 12 = 14

Task Codes | **Evaluation**

I
IV-A-5

Change decimals to fractions.

(EVALUATION: Given ten decimals, correctly change each to common fractions.)

.1 = 1/10 .5 = 1/2 .50 = 1/2
.8 = 4/5 .75 = 3/4 .25 = 1/4
.80 = 4/5 .90 = 9/10 .33 1/3 = 1/3
.66 2/3 = 2/3

I
IV-A-6

Change fractions to decimals.

(EVALUATION: Given six fractions, correctly change to equivalent decimals.)

1/10 = .1 1/2 = .50 1/4 = .25
3/4 = .75 3/10 = .3 7/10 = .7

I
IV-A-7

Determine given percentages.

(EVALUATION: Given five written problems in percent, determine the correct solution for each problem.)

a. If you receive a score of 80% on a test of 20 problems, how many problems did you have correct? 16

b. A man had an income of $6,900 a year. He spent 30% for rent, 23% for food, 18% for clothing, 13% for other items, and he saved the remainder.

(1) What percent of his income did he save? 16%

(2) How much money did he save? $1,104

c. At 6% simple interest, Bill deposited $500 in a savings account on the first day of the year. How much will have have in his savings account the last day of the year? $530

d. In July, Mary paid $40 for a swim suit that was priced at $50 in May. What percent had the swim suit decreased in price? 20%

Task Codes	Evaluation
	e. In Happyville, 20% of the population attended school. If 6,000 people attend school, what is the population of Happyville? 30,000
I IV-A-8	Calculate using electronic calculator. (EVALUATION: Given a calculator and ten problems, determine the correct answer to each problem, using no references.)

851.06	12.37	1,504	567.1
29.16	7.46	x 119	x 426
72.98	539.40		
62.59	66.28	178,976	241,584.6
32.66	88.69		
3.47	.91		
.68	-149.70		
		2.46	1976.06
1052.60	565.41	X3.4	-1216.96
		8.36	759.10

230.18 divided by 677 = .34
624.58 divided by 334 = 1.87
29% of 153.89 = 44.63
34% of 706.42 = 240.18

Task Codes	Evaluation
I IV-B-1	Write legibly. (EVALUATION: Submit to the teacher a legible, hand written copy using the "print tie together" method of any two paragraphs you have chosen from a book, magazine, or newspaper.)
I IV-B-2	Interpret oral directions. (EVALUATION: Respond to a complex oral direction by organizing it in your own words. Then repeat the directions to the instructor or provide the instructor with an audio tape.)

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I IV-B-3	Give oral directions and explanations to individuals. (EVALUATION: Have the instructor sit down facing the class and remove one of his/her shoes. Now seat yourself with your back to the class behind the instructor and give oral directions to the instructor on how to put on the shoe correctly, following your directions. Do not assume anything.)
I IV-B-4	Compose a written message. (EVALUATION: Without using any reference, do the following: As chairman of the valentine dance committee, plan a letter to the Riverside Country Club asking for the cost of renting their ballroom. Write out each of the learning steps. You need this information by January 20th for a report to your organization.)
I IV-B-5	Interpret written directions. (EVALUATION: Given written directions, follow the directions and reach the desired outcome.)
I IV-B-6	Interpret charted information. (EVALUATION: Prepare a chart with a legend showing your activities for one 24-hour period.)
I IV-B-7	Communicate by telephone. (EVALUATION: Take a given telephone situation written by another student and role-play the phone usage. Have the class critique your effort.)
I V-A-1	Evaluations to include performance Checklist and written Review Quiz, pages 112-113 in *Front Office Procedure Student Manual*. Answers for quiz are in the *Front Office Procedure Student Manual*. It is suggested that students scoring less than 80% on the quiz be assigned alternate learning activities until a minimum score of 80% is obtained.

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I V-A-2	Evaluations to include Performance Checklist and written Review Quiz, pages 124-125 in Front Office Procedure Student Manual. Answers for quiz are in the Front Office Student Manual.
I V-A-3	Evaluation based on Checklist and standard of performance.
I V-A-4	Evaluation based on Checklist and performance standard.
I V-A-5	Evaluation based on Checklist, standard, written assignment, and student participation in activities.
I V-B-1	Evaluations to include performance on Checklist, participation in activities and completion of Progress Test One in Front Office Procedure Student Manual, pages 22-25. Answers for Progress Test are in Front Office Procedure Instructor's Guide. It is suggested that students scoring less than 80% on the test be assigned alternate learning activities, in the area(s) of weakness, until a minimum score of 80% is obtained.
I V-B-2	Evaluation is based on completion of the written assignment and performance on the Checklist.
I V-B-3	Evaluation is based on Checklist performance.
I V-B-4	Evaluation is on Checklist performance.
I V-B-5	Evaluation is based on written report and Checklist performance.
I V-B-6	Checklist performance for evaluation.
I V-B-7	Evaluation will include written assignment, poster preparation, and simulated performance rating on the Checklist.

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I V-C-1	Evaluation is on Checklist performance.
I V-C-2	Checklist performance is evaluation.
I V-C-3	Evaluate using Checklist.
I V-C-4	Use Checklist for evaluation.
I V-C-5	Use Checklist performance for evaluation.
I V-C-6	Evaluate using Checklist.
I V-C-7	Use Checklist for evaluation. Also have student complete Review Quiz, pages 53-54, Front Office Procedure Student Manual. Answers for Quiz are in Front Office Procedure Student Manual.
I V-C-8	Performance on Checklist is the evaluation.
I V-C-9	Evaluate using Checklist.
I V-D-1	Evaluation to include performance Checklist and written Review Quiz, pages 66-67, in Front Office Procedure Student Manual. Progress Test II is also taken at this time, pages 55-58, Front Office Procedure Student Manual. Answers for tests are in Front Office Procedure Student Manual. It is suggested that students scoring less than 80% on the Quiz and/or Progress Test be assigned alternate learning activities until a minimum score of 80% is attained.
I V-D-2	Evaluation includes task Checklist, and written Review Quiz, pages 46-48, Front Office Procedure Student Manual. Progress Test II is also taken at this time, pages 55-58, Front Office Procedure Student Manual. It is suggested that students scoring less than 80% on the Quiz and/or Progress Test be assigned alternate learning activities until a minimum score of 80% is attained.

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I V-D-3	Evaluation is based on Checklist performance.
I V-E-1	Evaluation is based on Checklist performance.
I V-E-2	Evaluation includes the written report and performance checking using the Checklist.
I V-E-3	Evaluate using Checklist and Review Quiz, pages 131-132, Front Office Procedure Student Manual. Answer key provided in manual.
I V-E-4	Evaluation to include Checklist on performance and Review Quiz, pages 136-137, Front Office Procedure Student Manual. Answer key provided.
I V-E-5	Evaluation based on Checklist performance.
I V-E-6	Performance evaluated by Checklist.
	Note to Teacher
I V-E-7	It is recommended that emphasis be given to this task with a great deal of practice. The task was identified in the field survey as a source of many errors by new employees. Evaluation is based on performance on the Checklist.
I V-F-1	Evaluation is to include written report of hotel visit, Review Quiz questions 5, 6, 7, 8, and 10 in Front Office Procedure Student Manual, Problems 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, and 3.3 in Accounting Practices for Hotels, Motels, and Restaurants. Answers for accounting practice problems are in Teacher's Manual.
I V-F-2	Evaluation based on completion of Hotel Duval Practice Set, Review Quiz and Progress Test III in Front Office Procedure Student Manual. Answers provided.

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I V-F-3	Evaluation based on class presentation of field trip report.
I VI-A-1	Evaluate using Checklist.
I VI-A-2	Use Checklist for evaluation.
I VI-A-3	Evaluation based on observation and Checklist completion by instructor.
I VI-A-4	Evaluate using Checklist.
I VI-A-5	Use Checklist for evaluation.
I VI-B-1	Instructor evaluation by Checklist performance.
I VI-B-2	Use Checklist for evaluation.
I VI-B-3	Evaluation is based on observation of performance on Checklist items.
I VI-B-4	Evaluate using Checklist.
I VI-B-5	Use Checklist for evaluation.
I VI-B-6	Evaluation is to be based on observation of performance and Checklist completion by instructor.
I VI-C-1	Checklist evaluation to be used.
I VI-D-1	Evaluate using Checklist.
I VI-D-2	Evaluation will be based on written report and performance Checklist.

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
I VII-A-1 through I VII-A-5	Evaluate using Checklist and list of emergency telephone numbers developed.
I VIII-A-1	Evaluate completeness and accuracy of data sheet (resume).
I VIII-A-2	Evaluation includes Self-Check Test VIII-A-3 and completed application forms.
I VIII-A-3	Evaluation to include Self-Check Test VIII-A-4, written letter of application, list of competencies learned, development of interview Checklist and development of list of things to remember to tell interviewer about applicant.
I VIII-A-4	Evaluation to include list of potential employers, list of employers, list of employer with openings and attainment of employment.
I IX-A-1	Evaluation to be on completion of Training Agreement and Plan and suitable assignment to a work station.
I IX-A-2	Evaluation based on employer rating on tasks teacher-coordinator observation visits on the job and other information from employer conferences.
	PART II
II I-A-1	Evaluation will include review of application form developed, Checklist performance and completion of assigned activities.
II I-A-2	Evaluate using Checklist, Review Quiz and written assignment. Answers provided for Review Quiz.
II I-A-3	Evaluation includes Checklist performance, Review Quiz and written report of field trip.

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
II I-A-4	Evaluation to include progress test, quizzes, and performance Checklist.
II I-A-5	Evaluation consists of Checklist performance evaluation, quizzes and progress test. Answers provided.
II I-B-1	Evaluate using Checklist.
II I-B-2	Evaluate using Checklist.
II I-B-3	Evaluate using Checklist.
II I-C-1	Evaluate using Checklist.
II I-C-2	Evaluate using Checklist.
II I-D-1	Evaluate using Checklist.
II I-D-2	Use Checklist for evaluation.
II I-D-3	Evaluate using Checklist.
II I-D-4	Use Checklist for evaluation.
II I-D-5	Evaluate using Checklist quizzes, and progress test. Answers provided.
II II-A-1	Identify civic organizations and their functions. (EVALUATION: Identify in writing at least five civic organizations and their functions.)
II II-A-2	Explain procedures for registering to vote. (EVALUATION: Write a one page report on the procedures to follow for registering to vote, including the above learning steps.)

TEACHER EVALUATION (Continued)

Task Codes	Evaluation
II II-A-3	Identify volunteer groups and their functions. (EVALUATION: Identify one volunteer group in your area and its major function, and explain why you would or would not like to belong to the group.)
II II-A-4	Determine non-profit public services available and how they function. (EVALUATION: Select one non-profit service found in your area and explain why money should be taken out of your income to support it.)
II III-A-1	Evaluate on completion of training agreement and plan and suitable assignment to a work station.
II III-A-2	Evaluation based on employer rating on tasks, teacher-coordinator observation visits on the job and other information from employer conferences.

REFERENCES

Introduction

To simplify the presentation of this competency-based curriculum, specific references are included in the learning activities. This reference section includes the publisher or source of the materials. However, this is not to discriminate against similar materials produced by other publishers or obtainable from other sources.

The general references section includes other available materials which may be used instead of these listed here. Teachers are encouraged to communicate with all publishers for current catalogs of books and instructional materials and use the most recent and up-to-date information available.

Many of the materials may be available on loan from:

West Virginia Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(304)-372-8673
or
Toll Free 1-800 642-2670

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Singer Career Systems. *Job Survival Skills Program*. Rochester, NY: Singer Educational Division, 1973.

C. Audio Visual Materials

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"Count to Ten," Roundtable Films, Inc., 113 N. San Vicente Blvd., Beverly Hills, CA 90211.

"Courtesy," Arthur Rankin Associates, 116 E. 30th Street, New York, NY 10016.

"Distributive Education," Modern Talking Picture Service, Inc., 2323 New Hyde Park Road, New York, New York 11040.

"Gateways or Bridges," West Virginia Department of Education, Charleston, WV 25305.

"How to Lose Your Best Customer Without Really Trying," C & P Telephone Company.

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"The Front Desk," National Education Media, 15250 Ventura Blvd., Sherman Oaks, CA 91403.

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    "Decimals"

"**Nystrom**, Division of Carnation, Chicago, Illinois
    "Using Basic Math Skills"

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    "Following Directions"

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    "Thank You, Please Call Again"

Admaster Films, Inc., 425 Park Avenue, South, New York, New York 10016.
    "I Like People" I and II

Filmstrips (Continued):

McGraw-Hill Text Films, 330 West 42nd Street, New York, New York 10036.
"Files and Filing"
"Filing, Finding and Follow-up"

Video Tape

"Hotel Management" (Available from West Virginia Curriculum Lab)

Audio Tape Cassettes

Foster-Stephens, Inc., 9101 Terminal Avenue, Skokie, Illinois 60076.
"Company Polices and Sticky Situations"
"Good Morning, It's 5:00"
"Handling Complaints"
"Keeping Control"
"Pools, Police and Other Problems"
"Remembering Names and Special Needs"
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Available from Visual Products Division, 3M Company, St. Paul, Minnesota 55101.
"Listening When Others Speak"
"Asking Questions"
"Forming Judgments"
"Awareness in Social Situations"
"Cooperating"
"Controlling Aggression"
"Revising Judgments"
"Respect for Human Beings"
"Management in Relation to Values and Goals"
"Organizing Time to Achieve Goals"
"Attitudes and Manner in Management"
"Consumers Who? Why? How?"

Transparencies

Available from Thompson-Mitchell, 2976 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305.
Distributive Education
People Must Buy First
Suggestions for New Employees
Essential Retail Skills
Promotion

Filmstrips

Available from McGraw-Hill Text Films, 330 W. 42nd Street, New York, NY 10036.
"Easing A Disappointment"
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Available from Training Systems, Inc., 12248 Santa Monica Blvd., Los Angeles, CA 90025.
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"How Honest Are You?" Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601.

"Cheating," Young American Films.

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Singer Education Division, Society for Visual Education, 1345 Diversey Parkway, Chicago, IL 60614.
- "Education and Training"
- "Self-Concept Employment"
- "Application"
- "Resume"
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- "Interview"
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Creative Visuals, Box 310E, Big Spring, Texas 79720.
"Talking and Listening"
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"It Didn't Have to Happen," International Film Bureau, Inc., 322 S. Michigan Avenue, Chicago, IL 60604.

Modern Talking Picture Service, Film Schedule Center, 2323 New Hyde Park Road, New Hyde Park, NY 11042.
"General Safety"
"Kingdom of Mocha"
"Finances and Credit Economics"
"Data Processing"
"Manufacturing and Material Handling"
"Energy vs. Ecology"

American Enterprise Services, American Talking Picture Service, 2323 New Hyde Park, NY 11040.
"Organization"
"Money Management and Family Financial Planning"
"Government"
"Innovation"
"People"
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"Faces of Courage," Courage Center, Film Librarian, 3915 Golden Valley Road, Golden Valley, Minnesota 55422.

"Credit," Money Management and Family Financial Planning Series, 1973, Aetna Life and Casualty, Public Relations and Advertising Department, Film Library, 151 Farmington, Avenue, Hartford, Connecticut 06156.

"Everybody Knows," U.S. Chamber of Commerce, AV Department, 1615-H Street, N.W., Washington, DC 20006.

"Eyes, Hands and Feet," International Film Bureau, Inc., 322 S. Michigan Avenue, Chicago, IL 60604.

"Don't Take Chances," International Film Bureau, Inc., 322 S. Michigan Avenue, Chicago, IL 60604.

ADDITIONAL REFERENCE MATERIAL
THAT MAY BE UTILIZED BY INSTRUCTOR
TO SUPPLEMENT COMPETENCIES

I. CAREER PREPARATION SERIES, McKnight Publishing Company, Box 2854, Bloomington, Illinois 61701.

A. "Success Core"

Student Benefits: Able to deal with personal fears * Able to set meaningful goals * Have tools needed to achieve goals * Able to conduct a self-reliant, self-improvement process * Understand the need and process for qualified advice * Able to deal with roadblocks * Able to personally define concepts of success and failure * Gain a solid base for succeeding in any other course.

B. "Career reach"

Student Benefits: Able to clarify personal and career values * Develop personal career guidelines which identify what the student wants from a career * Able to confront career interest in a realistic manner * Able to establish career goals and alternatives.

C. "Job Search, Seizure, and Survival"

Student Benefits: Able to understand, locate, organize, develop and use occupational resources * Able to systematically prepare for, display competency during, and conduct an effective follow-up to a job interview * Understand how to get along with supervisors and fellow employees and work toward job advancement.

D. "Decision Making"

Student Benefits: Able to conduct a self-assessment concerning personal decisions of all kinds * Able to apply effective tools in decision-making situations: 1. Identify the key issue; 2. Determine decision factors; 3. Understand choices; 4. Develop plan of action.

E. "Learning Skills"

Student Benefits: Learn to listen effectively * Acquire a uniquely effective note-taking system * Learn how a textbook is organized and how to study * Understand how a composition is organized * How to successfully take tests - objective and subjective * Learn the study process and how to use it effectively.

ADDITIONAL REFERENCE MATERIAL (Continued)

II. INDIVIDUALIZED RELATED INSTRUCTION FOR SUCCEEDING IN THE WORLD OF WORK, McKnight Publishing Company, Box 2854, Bloomington, Illinois 61701.

Text/Activity Workbook. Designed for Cooperative Education student not attending a regular class. This combination text/activity workbook helped broaden the Coordinator's relationship with students, allowing areas of emphasis and activity to be planned with and for each individually. Six units provided to-the-point knowledge of working and preparing for success.

Contents:

UNIT I - YOUR LIFESTYLE AND WORK

The Pursuit of Happiness * What's Ahead
Activity 1 Survey Questionnaire
Activity 2 Analyzing Goals

UNIT II - EXPLORING CAREERS THROUGH YOUR PART-TIME JOB

Qualifications and Interests
Your Part-Time Job
Where to Look
Activity 3 Analyzing Qualifications and Interests
Activity 4 Locating Vacancies

UNIT III - APPLYING FOR A JOB

Application Forms * Letters of Application * Personal Data Sheets * Interviews
Activity 5 Making Application
Activity 6 Writing Letters of Application
Activity 7 Rewriting Letter of Application
Activity 8 Preparing a Personal Data Sheet
Activity 9 Interview Applicants

UNIT IV - EMPLOYER-EMPLOYEE AND CO-WORKER RELATIONSHIPS

The Importance of Attitude
What Your Employer May Expect
What You, the Employee, May Expect
Getting Along with Co-Workers
Unions and Professional Groups
Activity 10 Employer-Employee Case Studies
Activity 11 Co-Worker Case Studies

UNIT V - YOUR PROGRESS ON THE JOB

Your Success and Achievement
Performance Review and Evaluation
Terminating the Job
Activity 12 Delegating Responsibility Case

ADDITIONAL REFERENCE MATERIAL (Continued)

UNIT VI - SELF-INVENTORY

Inventory on Self
Activity 13 Attitudinal Inventory
Activity 14 Values Appraisal Scale
Activity 15 Hobby Interests Evaluation
Activity 16 People-Data-Things Evaluation
Identifying Your Aptitudes and Abilities
Activity 17 Vocabulary Test
Activity 18 Math Test
Activity 19 Clerical Aptitude Test
Activity 20 Career Profile Analysis

III. PERSONAL PSYCHOLOGY FOR LIFE AND WORK, Rita K. Baltus, North Central Technical Institute, Wausau, Wisconsin, McGraw-Hill Book Company, 1976.

Personal Psychology for Life and Work introduces the areas of sociology and psychology to vocational technical students. Flexible and easy to read, the text-workbook is carefully geared to the interest and concerns of today's young adults.

The text covers an unusually wide variety of subjects, including human needs and wants, senses, perception, personality, health, problem solving, and family living patterns. These text discussions are reinforced with numerous examples involving young vocational students. It is through these discussions that students learn to achieve greater self-understanding and strive for fuller development of their potential.

IV. REAL LIFE READING SKILLS, Beatrice Jackson Levin, Assistant Director of Reading, School District of Philadelphia, PA, Scholastic Book Services.

Real Life Reading Skills' purposes is to teach and check mastery of basic functional literacy skills.

Six functional skills areas included are: SIGNS AND LABELS (Road signs, Labels - medicine, clothing, goods); FOLLOWING DIRECTIONS (emphasis on functional application); FILLING OUT FORMS AND APPLICATIONS (jobs, driver's license, social security, loans, mail order, medical assistance, more); USING REFERENCE MATERIAL (Dictionary, phone book, the index, building directory, train schedule, more); READING NEWSPAPER AND MAGAZINES (ads, announcements, news items, reviews, more); DEVELOPING CONSUMER SKILLS (reading critically, determing real value - guarantees, trial offers, the sales pitch, unit pricing, fact vs. opinion.)

ADDITIONAL REFERENCE MATERIAL (Continued)

V. WORK: PATHWAY TO INDEPENDENCE, Bill G. Gooch, Lois Carrier, and John Huck, Sourthern Illinois University - Cabondale, American Technical Society, Chicago, Illinois, 1979.

(The following material taken from the text, page x and xi).

Work: Pathway to Independence is divided into eleven parts. Each part represents an important but separate aspect of the book.

PART I: "On the Move Toward Independence," is an overview of cooperative education. It explains what cooperative education is, what it hopes to accomplish and how it works.

PART II: "Under the Big Umbrella," is concerned with the sensitive subject of human relations on the job. The authors have approached topics like how to relate to your boss and your co-workers, conflict and tension on the job, sex, race, and self-assertions honestly and maturely.

PART III: "Occupational Safety and Health," covers basic safety in a general way, and discusses the Occupational Safety and Health Act (and other related legislation) in detail.

PART IV: "Skills You Will Need" is a special section designed to help students review the three R's independently. It introduces key concepts (including pride in craftsmanship) in the context of work-related instruction.

PART V: "Career Exploration" concentrates on the possibilities within oneself. It recognizes the fact that job placement is not usually for life, and presents career information and job finding skills in a manner that attempts to plant seeds rather than convince.

PART VI: "Your First Job" covers personal grooming and behavior. It is designed to help young people succeed on their first job and to avoid starting a pattern of job failures.

PART VII: "Understanding Economics" explains the economic system in which we live, and how the young workers fits into it.

PART VIII: "You and Your Money" is designed to help young people manage their resources and avoid unnecessary financial stress.

PART IX: "You and the Law" explains how and why laws are made. It includes a survey of the lawmaking process and a practical discussion of how the law protects you.

ADDITIONAL REFERENCE MATERIAL (Continued)

PART X: "Habitat" is designed to help develop concern for the community and environment in which we live. But not until we have solved our own problems.

PART XI: "Planning for the Future," ends the book on an optimistic note about the future and how we can control it.

EQUIPMENT AND TOOLS

The following equipment and tools would be helpful in successfully completing the student competency sheets:

1. Bucket (Front Desk Room File)
2. Calculator(s)
3. Card File Boxes (for advance deposit file and safe deposit receipt file)
4. Cash Register and/or Posting Machine Combination Unit
5. Credit Card Imprinter
6. File Cabinet(s)
7. Fire Extinguisher
8. First Aid Kit
9. Front Desk
10. Key Rack
11. Letter Rack
12. Local Call Tally Board or Counter
13. Remind-o-clock
14. Room Rack
15. Rubber Stamp(s)
16. Stapler
17. Staple Remover
18. Telephones
19. Telephone Trainer (available on loan from telephone company)
20. Time Stamp and Clock
21. Typewriter
22. Availability of the following:
    - a. Copy Machine
    - b. Duplicating Equipment
    - c. Audio-Visual Equipment
        1. Movie Projector
        2. Slide Projector
        3. Film Strip Projector
        4. Cassette Player
        5. Overhead Projector
    - d. PA System (this could be simulated)

Optional and Additional Equipment

The following equipment is desirable but not absolutely necessary for a basic program:

1. Check Writer/Printer
2. Copy Machine
3. Key Machine
4. Local Telephone Counter (Automatic Electronic)
5. Message Light Board
6. Paging System (PA)
7. Postage Machine
8. Reproducing Machine (Spirit Process)
9. Safe or Vault
10. Safety Deposit Boxes
11. Shift Envelope Drop Box
12. Switchboard (PBX)
13. Teletypewriter
14. Video Tape Player and TV

SUPPLIES

The following supplies will be needed. The quantity will depend on the number of students in the program.

1. Calculator Paper Tape
2. Calculator Ribbons
3. Card File Index Guides
4. File Folders
5. File Index Guides
6. Rubber Stamp Pad and Ink
7. Staples
8. Transparency Films
9. Typewriter Ribbons
10. Various Forms

Some suggestions on forms are listed below. It is suggested that you work with your local advisory committee on specific forms in addition to those listed and also check with advisory committee members on suppliers for your area.

1. Folio
2. Food and Beverage Charge Form
3. Guest Registration Card
4. Housekeeping Report
5. Long Distance Telephone Traffic Sheet
6. Long Distance Telephone Voucher
7. Morning Telephone Call Sheet and Wake-Up Log
8. Property Account Forms
9. Room Reservation Card
10. Credit Card Charge Forms
11. Credit Card Summary Forms
12. Trip Sheet
13. Daily Report Forms
14. Night Audit Forms
15. City Ledger Forms
16. Advance Deposit Payment Forms
17. Safe Deposit Envelop with Receipts

The following table presents the task list with percentages listed by occupational title. The percentage number represents the percent of the survey sample population that indicated the task was performed at their property by people who have the occupational title listed.

The additional task section listed tasks added to the list by persons participating in the survey. The number is the percentage of the survey group starting that the task was performed.

The final list reports the percentage of properties using the various tools and equipment.

	Duty/Task	HOTEL CLERK	FRONT OFFICE MANAGER	HOTEL-MOTEL MANAGER
A.	Performing Clerical Functions			
01	Balance folio accounts	79	43	7
02	Collect unpaid bills	29	43	50
03	Complete excessive charges report	36	36	7
04	Compute average dollar amount spent by guest	7	29	36
05	Compute earning rate per room	7	29	50
06	Compute employee time worked for payroll	36	21	29
07	Compute occupancy report	36	21	29
08	Maintain inventory of office supplies	21	43	43
09	Make bank deposits	21	29	57
10	Order supplies	0	36	64
11	Post charges to folio	93	21	7
12	Prepare housekeeping report sheet	64	21	7
13	Take machine balance on all charges	79	43	7
14	Verify cash amount in cash register	93	43	29
15	Verify cash amount turned in on each shift	50	36	36
16	Billing guest and credit card company	36	14	43
17	Check restaurant and lounge reports	29	7	57
18	Run a ledger tape on all outstanding debts not currently registered on motel	21	29	21

Duty/Task		HOTEL CLERK	FRONT OFFICE MANAGER	HOTEL-MOTEL MANAGER
A.	Performing Clerical Functions (Continued)			
19	Keep everything up-to-date for month revenue restaurant, lounge and payroll	0	29	57
20	Balance accounts receivable	21	14	36
21	Handling insurance and workmen's compensation for employees	0	0	64
22	Make daily report	50	29	21
23	Make night audit report	79	21	7
24	Make credit card summaries	29	36	21
25	Posting restaurant tickets	86	7	0
26	Figuring payroll productivity	0	14	57
27	Obtain authorization on credit cards	86	29	21
28	Make advance reservations at other inns	86	36	14
29	Clean work area	71	29	21
30	Disburse petty cash	29	21	43
31	Approve checks via tele-check	14	21	50
32	Cost Analysis	0	14	64
B.	Performing Customer Service Functions			
01	Cancel room reservations	100	36	7
02	Cash checks	93	36	43
03	Check guests out	100	29	7

	Duty/Task	HOTEL CLERK	FRONT OFFICE MANAGER	HOTEL-MOTEL MANAGER
B.	Performing Customer Service Functions (Continued)			
04	Communicate using citizen-band radio	0	0	0
05	Inform guests of available property services	100	29	7
06	Log and call guests according to wake-up schedule	100	29	7
07	Log outgoing long-distance telephone calls	100	29	7
08a	Make guaranteed room reservation	93	29	14
.08b	Make a 6:00 p.m. room reservation	86	29	14
09	Page people with PA system	64	29	7
10	Post current events board	36	21	29
11	Receive incoming telephone calls	93	21	14
12	Register Guests	100	29	21
13	Relay messages using radio-telephone	36	14	7
14	Reproduce documents using copy machine	64	43	36
15	Reproduce documents using spirit master	0	7	0
16	Ring-up cash sales	100	29	7
17	Ring-up credit sales	100	29	7
18	Secure guests' valuables in safe	50	7	36
19	Find rooms for customers	100	29	21

	Duty/Task	HOTEL CLERK	FRONT OFFICE MANAGER	HOTEL-MOTEL MANAGER
B.	Performing Customer Service Functions (Continued)			
20	Promotion of discount clubs	21	21	43
21	Prepayment of future reservations	93	29	14
22	Balance telephone bill	50	21	21
23	Work on travel agents commission	0	29	21
24	Bill out credit cards	21	36	29
25	Issuing comcheks	0	7	29
26	Use switchboard (PBX) telephone	50	21	14
27	Block rooms for incoming guests	79	36	14
28	Make change to customers	100	21	7
C.	Performing Emergency Functions			
01	Administer mouth/nose resuscitation for infants			
02	Administer mouth-to-mouth resuscitation for adults			
03	Administer oxygen to victim using mask			
04	Apply pressure at points to control bleeding			
05	Apply pressure dressings to control bleeding			
06	Clean wound			
07	Dislodge material from victim's airway using bearhug method			

	Duty/Task	HOTEL CLERK	FRONT OFFICE MANAGER	HOTEL-MOTEL MANAGER
C.	Performing Emergency Functions (Continued)			
08	Extinguish class A fires			
09	Extinguish class B fires			
10	Extinguish class C fires			
11	Open jammed elevator			
12	Remove material from victim's airway			
13	Aid a guest who fears an oncoming heart attack			
D.	Performing Managerial Functions			
01	Audit Occupancy ratio cost report	7	14	43
02	Balance bank statements	0	14	36
03	Balance property account books	14	14	36
04	Book conventions	14	36	43
05	Compute net income loss	0	7	36
06	Conduct employee performance evaluations	0	36	86
07	Conduct new employee orientation	0	36	79
08	Establish property budgets	0	14	57
09	Establish time schedule for employees	14	36	57
10	Establish work assignments for employees	14	36	71
11	Inspect property for cleanliness	14	21	86

	Duty/Task	HOTEL CLERK	FRONT OFFICE MANAGER	HOTEL-MOTEL MANAGER
D.	Performing Managerial Functions (Continued)			
12	Inspect property for theft	14	21	71
13	Interview prospective employees	0	36	86
14	Investigate accidents occurring on premises	0	14	71
15	Investigate reports of theft	0	21	79
16	Lay out newspaper advertising	0	7	43
17	Promote tours	7	21	57
18	Inspect property for safety conditions	7	14	79
19	Conduct outside sales calls	0	14	50
20	Handle all purchasing	0	7	86
21	Sale - cost of operation	0	7	50
22	Order supplies for gift shop	0	0	29
23	Take monthly inventories	7	21	71
24	Compute cost of sales	0	7	64
25	Stock shelves	36	29	29
26	Prepare forecast of business	0	29	43
27	Prepare budget	0	0	57
28	Front conventions and meetings	0	14	57
29	Oversee minor construction or renovations	0	0	57

	Duty/Task	HOTEL CLERK	FRONT OFFICE MANAGER	HOTEL-MOTEL MANAGER
	ADDITIONAL TASKS			
01	Credit check on $100 limit report		7	
02	Complete accident report forms			7
03	Complete rooming report		7	
04	Employee training			7
05	Food and beverage (basic knowledge)			7
06	Handle guest complaints	7	7	7
07	Housekeeping department supervision			7
08	Key report		7	
09	Laundry report verification		7	
10	Order food			7
11	Provide tourist information	7		
12	Room furnishing			7
13	Responsibility and supervision of all departments		7	
14	Reserve meeting rooms		7	

TOOL AND EQUIPMENT LIST

(Percentage Indicates Percent Using Each Tool or Piece of Equipment)

Item	Description	Percentage
1	Automobile	43
2	Calculator	100
3	Cash Register	100
4	Check Writer/Printer	
5	Citizen-Band Radio	
6	Credit Card Imprinter	100
7	File Cabinet	93
8	Fire Extinguishers	71
9	First Aid Kit	71
10	Folio	93
11	Food and Beverage Charge Form	64
12	Guest Registration Card	100
13	Housekeeping Report Sheet	79
14	Key Rack	100
15	Letter Rack	100
16	Local Telephone Tally Board	79
17	Long Distance Telephone Traffic Sheet	86
18	Long Distance Telephone Voucher	43
19	Message Light Board	57
20	Morning Telephone Call Sheet/ Wake-up Log	93
21	Paging System/PA	64
22	Postage Machine	57
23	Posting Machine	64
24	Property Account Forms	14
25	Radio-Telephone	14
26	Remind-O-Clock	71
27	Reproducing Machine	50
28	Room Rack	79
29	Room Reservation Card	100
30	Rubber Stamp	86
31	Safe	57
32	Switchboard/PBX	100
33	Telephone	100
34	Teletypewriter	57
35	Time-Stamp Machine	64
36	Typewriter	64
37	Vault	36
38	Key Machine	43
39	Auto Bar System	
40	Credit Card Summary	79
41	Trip Sheet	79
42	Safety Deposit Boxes	64
43	Video-Tape TV	36
44	Stapler and Staple Remover	93
45	Daily Report Forms	93
46	Night Audit Forms	79
47	Centurion Credit Card Verifier	21

TOOL AND EQUIPMENT LIST (Continued)

Item	Description	Percentage
48	City Ledger	57
49	Advance Deposit File	57
50	Monarch Marking Machine	7
51	Sweeper	50
52	Micor Reservation Computer	14
53	Sony Hand Recorder	
54	Beeper	29
55	Screw Driver	64
56	Pliers	57
57	Hammer	57
58	Microfiche	
59	Safe Deposit File	43
	ADDITIONAL TOOLS	
60	Tip Sheet	7
61	Folio Rack	7

HOTEL-MOTEL OCCUPATIONS

Part I Master Task List Student ____________________

				Task Completed		
Task Unit	Module	Number	Task Statement	School Class or Laboratory	Work Experience	Competency Developed
I	A	1	Identify hotel-motel jobs			
I	A	2	Determine job opportunities			
I	B	1	Identify classifications of inns			
I	B	2	Describe hotel departments and positions			
I	B	3	Outline major areas of guest service			
II	A	1	Establish personal goals			
II	A	2	Identify successful work attitudes			
II	A	3	Use principles of human relations			

HOTEL-MOTEL OCCUPATIONS

Part I — Master Task List — Student ____________________

Task Unit	Module	Number	Task Statement	Task Completed		Competency Developed
				School Class or Laboratory	Work Experience	
II	A	4	Dress appropriately for the job			
II	A	5	Practice good health habits			
II	A	6	Practice professional ethics			
II	A	7	Explain the importance of respecting the feelings of other people			
II	A	8	Portray a positive image			
II	A	9	Assume responsibility			
II	A	10	Accept constructive criticism			
II	A	11	Maintain poise			
II	A	12	Display sense of humor			
II	A	13	Budget time effectively			

HOTEL-MOTEL OCCUPATIONS

Part I — Master Task List — Student____________________

Task Unit	Module	Number	Task Statement	Task Completed: School Class or Laboratory	Task Completed: Work Experience	Competency Developed
II	A	14	Use failure constructively			
II	A	15	Organize thoughts logically			
II	A	16	Identify fallacy in logical thinking			
II	A	17	Recognize emotive thinking			
II	A	18	Utilize sequential thinking			
II	A	19	Work cooperatively with others			
II	A	20	Deal courteously with others			
II	A	21	View others as individuals			
II	A	22	Utilize appropriate boldness			
II	A	23	Be aware of initiative and motivation in job performance			

HOTEL-MOTEL OCCUPATIONS

Part I

Master Task List

Student ____________________

Task Unit	Module	Number	Task Statement	Task Completed		Competency Developed
				School Class or Laboratory	Work Experience	
II	A	24	Develop an awareness of applying good leadership ability			
II	A	25	Recognize that success on the job depends on technical proficiency and interpersonal relations			
II	A	26	Be aware of the importance of your credibility on the job			
II	A	27	Adjust to regulations of the work environment			
II	A	28	Identify government regulations that pertain to your initial employment			
II	A	29	Describe legal protection of the employee			
II	A	30	Respond to guest complaints			

HOTEL-MOTEL OCCUPATIONS

Part I — Master Task List — Student____________________

Task Unit	Module	Number	Task Statement	Task Completed: School Class or Laboratory	Task Completed: Work Experience	Competency Developed
III	A	1	Identify and locate tourist attractions			
III	A	2	Given mileage distances to other cities			
III	A	3	Give locations of other hotels-motels and services available			
IV	A	1	Add a minimum of six groups of two columns			
IV	A	2	Subtract two figures from three figures			
IV	A	3	Multiply three figures by two figures			
IV	A	4	Divide three figures by two figures			
IV	A	5	Change decimals to fractions			

HOTEL-MOTEL OCCUPATIONS

Part I

Master Task List

Student ________________

Task Unit	Module	Number	Task Statement	Task Completed: School Class or Laboratory	Task Completed: Work Experience	Competency Developed
IV	A	6	Change fractions to decimals			
IV	A	7	Determine given percentages			
IV	A	8	Calculate using electronic calculator			
IV	B	1	Write legibly			
IV	B	2	Interpret oral directions			
IV	B	3	Give oral directions and explanations to individuals			
IV	B	4	Compose a written message			
IV	B	5	Interpret written directions			
IV	B	6	Interpret charted information			
IV	B	7	Communicate by telephone			

HOTEL-MOTEL OCCUPATIONS

Part I

Master Task List

Student ____________________

Task Unit	Module	Number	Task Statement	Task Completed School Class or Laboratory	Task Completed Work Experience	Competency Developed
V	A	1	Make a 6:00 p.m. room reservation			
V	A	2	Make guaranteed room reservation			
V	A	3	Cancel room reservation			
V	A	4	Make advance reservation at other time			
V	A	5	Pre-payment of future reservations			
V	B	1	Register guests			
V	B	2	Block rooms for incoming guests			
V	B	3	Inform guests of property services			

HOTEL-MOTEL OCCUPATIONS

Part I Master Task List Student____________________

Task Unit	Module	Number	Task Statement	Task Completed: School Class or Laboratory	Task Completed: Work Experience	Competency Developed
V	B	4	Find rooms for customers when property is full			
V	B	5	Clean work area			
V	B	6	Page people using PA system			
V	B	7	Post current events board			
V	C	1	Post charges to folio			
V	C	2	Balance folio accounts			
V	C	3	Compute average dollar amount spent by guest			
V	C	4	Compute earning rate per room			
V	C	5	Compute posting machine balance on all charges			

HOTEL-MOTEL OCCUPATIONS

Part I

Master Task List

Student____________________

Task Unit	Module	Number	Task Statement	Task Completed: School Class or Laboratory	Task Completed: Work Experience	Competency Developed
V	C	6	Verify cash amount in cash register using posting machine			
V	C	7	Verify cash amount turned in on each shift			
V	C	8	Post restaurant tickets			
V	C	9	Reproduce records using copy machine			
V	D	1	Obtain authorization on credit cards			
V	D	2	Make credit card sales			
V	D	3	Prepare credit card summaries			
V	E	1	Compute occupancy report			
V	E	2	Complete excessive charges report			

HOTEL-MOTEL OCCUPATIONS

Part I Master Task List Student______________________

Task Unit	Module	Number	Task Statement	Task Completed: School Class or Laboratory	Task Completed: Work Experience	Competency Developed
V	E	3	Compute employee time worked for payroll			
V	E	4	Prepare housekeeping report			
V	E	5	Maintain inventory of office supplies			
V	E	6	Prepare bank deposits			
V	E	7	Check restaurant and lounge report			
V	F	1	Balance accounts receivable			
V	F	2	Night audit report preparation			
VI	A	1	Receive incoming telephone calls			

HOTEL-MOTEL OCCUPATIONS

Part I — Master Task List — Student ____________________

Task Unit	Module	Number	Task Statement	Task Completed		Competency Developed
				School Class or Laboratory	Work Experience	
VI	A	2	Use switchboard (PBX)			
VI	A	3	Log outgoing telephone calls			
VI	A	4	Log and call guests according to wake-up schedule			
VI	A	5	Collect unpaid bills			
VI	B	1	Ring-up cash sales			
VI	B	2	Cash checks			
VI	B	3	Ring-up credit sales			
VI	B	4	Make change for customers			
VI	B	5	Verify cash amount in cash register			
VI	B	6	Disburse petty cash			

HOTEL-MOTEL OCCUPATIONS

Part I — Master Task List — Student ____________________

Task Unit	Module	Number	Task Statement	Task Completed: School Class or Laboratory	Task Completed: Work Experience	Competency Developed
VI	C	1	Secure guest's valuables in safe			
VI	D	1	Post final charges to folio			
VI	D	2	Check guests out			
VII	A	1	Call fire department			
VII	A	2	Use fire extinguisher			
VII	A	3	Call emergency medical service			
VII	A	4	Call police department			
VII	A	5	Provide emergency medical treatment			
VIII	A	1	Write a personal resume			
VIII	A	2	Complete a job application			

HOTEL-MOTEL OCCUPATIONS

Part I   Master Task List   Student ____________

Task Unit	Module	Number	Task Statement	Task Completed School Class or Laboratory	Task Completed Work Experience	Competency Developed
VIII	A	3	Prepare for a job interview			
VIII	A	4	Look for a job			
IX	A	1	Obtain cooperative work station assignment and complete training agreement and plan			
IX	A	2	Complete the cooperative work experience			

HOTEL-MOTEL OCCUPATIONS

Part II

Master Task List

Student____________________

				Task Completed		
Task Unit	Module	Number	Task Statement	School Class or Laboratory	Work Experience	Competency Developed
I	A	1	Interview prospective employees			
I	A	2	Conduct new employee orientation			
I	A	3	Conduct employee training			
I	A	4	Supervise employees at work			
I	A	5	Conduct employee performance evaluations			
I	B	1	Reserve meeting rooms			
I	B	2	Make group reservations for tours			
I	B	3	Book conventions			
I	C	1	Approve checks to be cashed			

HOTEL-MOTEL OCCUPATIONS

Part II Master Task List Student____________________

Task Unit	Module	Number	Task Statement	Task Completed: School Class or Laboratory	Task Completed: Work Experience	Competency Developed
I	C	2	Credit check on over $100 limit report			
I	D	1	Laundry verification			
I	D	2	Prepare rooming report			
I	D	3	Review key report			
I	D	4	Prepare summary report on outstanding debts			
I	D	5	Verify completion of work by employees			
II	A	1	Identify civic organizations and their function			
II	A	2	Explain procedures for registering to vote			

HOTEL-MOTEL OCCUPATIONS

Part II

Master Task List

Student ____________________

Task Unit	Module	Number	Task Statement	Task Completed		Competency Developed
				School Class or Laboratory	Work Experience	
II	A	3	Identify volunteer groups and their functions			
II	A	4	Determine non-profit public services available and how they function			
III	A	1	Obtain cooperative work station assignment and complete training agreement and plan			
III	A	2	Complete the cooperative work experience			

STUDENT MATERIAL

COMPETENCY-BASED EDUCATION CURRICULUM
for
HOTEL-MOTEL OCCUPATIONS

Hotel-Motel Clerk
Front Office Manager

Prepared by

L. S. McKinney

Produced at

THE WEST VIRGINIA VOCATIONAL CURRICULUM LABORATORY

This material was developed by Kanawha County Public Schools, Department of Vocational Education, through the cooperation and support of the Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education, Charleston, West Virginia.

March 1981

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ACKNOWLEDGEMENTS

The development of this competency-based curriculum was dependent upon the cooperation and efforts of many people. The preparation of a V-TECS Catalog of tasks for Hotel-Motel Occupations by the State of Louisiana was a basis for the beginning of curriculum development. Appreciation is expressed to the many hotel-motel managers, assistant managers and front office clerks for participating in the West Virginia field validation of tasks.

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ACKNOWLEDGEMENTS (Continued)

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STUDENT CURRICULUM

INTRODUCTION

This material is designed as a student Hotel-Motel Occupations Competency-Based Education (CBE) Curriculum. It has been developed to facilitate the learning of skills for front office clerks and managers. The task in this curriculum are those actually performed "on the job." The Student Competency Sheets are intended for use by students and/or the instructor.

A Teacher's Guide accompanies this curriculum. The guide contains an explanation of the curriculum--its validated basis, the construction and uses. It also contains competencies by job title, an equipment list, a list of references used in the curriculum, and suggested evaluation instruments.

HOW TO USE THIS CURRICULUM

As you read the Table of Contents, you noticed that the competencies of this curriculum have been grouped into major sections called "Units." A "unit" is a major segment of work made up of related tasks.

A sub-group, within a Unit, is called a "Module." Each Module is made up of several closely-related "Tasks." These have been grouped together as a Module because these related skills may be learned at about the same time.

A "Task" is a job-related competency which constitutes logical and necessary steps in the performance of a segment of the worker's overall duties. Another way of saying this is that a task has a definite beginning and ending point, and between the beginning and ending there are definite steps to be performed.

Each Student Competency Sheet (SCS) pertains to a single "task," which requires performance of several steps in order to accomplish the task. In other words, when satisfactory performance of all the "steps," is attained, as listed in the "Performance Steps," the competence required for that "Task" has been mastered.

Turn to a Student Competency Sheet and look at the format.

In the upper section of the SCS you see Unit and a Roman numeral and the name of the Unit on the line below the words "Student Competency Sheet." The second line shows Module A or B or C., etc., and the name of the group of related tasks. The third line tells you the number (1, 2, 3, etc.) and the name of the Task. This is the job-related competency.

What to do with a Student Competency Sheet

The first major section of the SCS is the "Performance Steps" list. The steps listed here serve two purposes. First, they tell exactly what must be done to perform the task. The steps are listed in order. The task can be performed by following the Performance Steps as it is numbered. As the steps are performed, evaluation can be done. Thus, the second use of the Performance Steps Checklist is as a competency-based "test": Can this job be done or do skills need to be sharpened in one or more of the steps?

The second section on the SCS tells more about the competency "Evaluation." The "Evaluation" portion lists:

1. Items Needed - what will be needed (equipment, people, etc.) to perform the task.
2. Task - what must be done.
3. Standard - how well the task must be done or, in other words, the standard to which the task must be performed.

The last section of the SCS suggests "Learning Activities" which are recommended in order to be able to perform the task. They include things that can be read, seen and heard. And they suggest situations for practicing skills related to the task. Many additional activities are possible. By the time some or all of the Learning Activities have been completed, why and how to perform the task should be mastered. Performance means:

1. Understanding why the task is done and what's involved in understanding the why's.
2. Being able to perform the task efficiently and effectively.

What to do with a Student Competency Sheet (Continued):

3. Being able to feel comfortable while performing the task and becoming a "good" worker. A "good" worker should be cooperative, confident, and be able to relay confidence to others.

Some Student Competency Sheets are too long to fit on one page. Don't overlook that second page!

SCS Packets

Some Student Competency Sheets will have extra pages immediately following them. These pages may be Information Sheets, which supplement textbook or audio-visual information or give important vocabulary terms, etc. There may also be a Self-Check Test. (Questions on a Self-Check Test should be answered without looking at the answers. After completing the test, then answers can be checked and discussed.) There may be a "Performance Check," which is also a guide. Sometimes the items on the Performance Check are exactly as listed in the Performance Steps Checklist on the SCS; other times, two or more steps may be combined for evaluation purposes.

These supplements to an SCS will be keyed in the upper right-hand corner of the page. For example, I-A-1 means Unit I, Module A, Task 1. When additional pages are included after the first page of a Student Competency Sheet, each page will be identified, for example, as $\frac{\text{I-A-1}}{2}$, $\frac{\text{I-A-1}}{3}$, etc. Roman numerals located above the other page key identifiers indicate the major part division of the curriculum.

SCS Packets (Continued):

When working with a Student Competency Sheet, be sure all the pages included for that task are identified. Also, check to see if any other supplemental material is available.

HOTEL-MOTEL CURRICULUM

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Part I
Hotel-Motel Front Office Clerk

UNIT MODULE TASK

I. Introduction to the Hospitality Industry

- A. Employment Opportunities

    1. Identify hotel-motel jobs
    2. Determine job opportunities

- B. Scope of Hotel-Motel Industry

    1. Identify classifications of Inns
    2. Describe hotel departments and positions
    3. Outline major areas of guest service

II. Human Relations

- A. Interpersonal Skills

    1. Establish personal goals
    2. Identify successful work attitudes
    3. Use principles of human relations
    4. Dress appropriately for the job
    5. Practice good health habits
    6. Practice professional ethics
    7. Explain the importance of respecting the feelings of other people
    8. Portray a positive image
    9. Assume responsibility
    10. Accept constructive criticism
    11. Maintain poise
    12. Display sense of humor
    13. Budget time effectively
    14. Use failure constructively
    15. Organize thoughts logically
    16. Identify fallacy in logical thinking
    17. Recognize emotive language
    18. Utilize sequential thinking
    19. Work cooperatively with others
    20. Deal courteously with customers
    21. View others as individuals
    22. Utilize appropriate boldness
    23. Be aware of initiative and motivation in job performance
    24. Develop an awareness of applying good leadership ability

TABLE OF CONTENTS (Continued)

        25. Recognize that success on the job depends on technical proficiency and interpersonal relations
        26. Be aware of the importance of your credibility on-the-job
        27. Adjust to regulations of the work environment
        28. Identify government regulations that pertain to your initial employment
        29. Describe legal protection of the employee
        30. Respond to guest complaints

III. Tourism

    A. Provide Tourist Information

        1. Identify and locate tourist attractions
        2. Give mileage distances to other cities
        3. Give locations of community services
        4. Give locations of other hotels-motels and services available

IV. Basic Skills

    A. Math Skills

        1. Add a minimum of six groups of two columns
        2. Subtract two figures from three figures
        3. Multiply three figures by two figures
        4. Divide three figures by two figures
        5. Change decimals to fractions
        6. Change fractions to decimals
        7. Determine given percentages
        8. Calculate using electronic calculator

    B. Communication Skills

        1. Write legibly
        2. Interpret oral directions
        3. Give oral directions and explanations to individuals
        4. Compose a written message
        5. Interpret written directions
        6. Interpret charted information
        7. Communicate by telephone

V. Perform Clerical Functions

    A. Reservations

        1. Make a 6:00 p.m. room reservation
        2. Make guaranteed room reservation
        3. Cancel room reservation

TABLE OF CONTENTS (Continued)

    4. Make advance reservation at other Inns
    5. Pre-payment of future reservations

B. Guest Registration

    1. Register guests
    2. Block rooms for incoming guests
    3. Inform guests of property services
    4. Find rooms for customers when property is full
    5. Clean work area
    6. Page people using PA System
    7. Post current events board

C. Prepare Records

    1. Post charges to folio
    2. Balance folio accounts
    3. Compute average dollar amount spent by guest
    4. Compute earning rate per room
    5. Compute posting machine balance on all charges
    6. Verify cash amount in cash register using posting machine.
    7. Verify cash amount turned in on each shift
    8. Post restaurant tickets
    9. Reproduce records using copy machine

D. Credit and Credit procedures

    1. Obtain authorizations on credit cards
    2. Make credit card sales
    3. Prepare credit card summaries

E. Report Preparation

    1. Compute occupancy report
    2. Complete excessive charges report
    3. Compute employee time worked for payroll
    4. Prepare housekeeping report
    5. Maintain inventory of office supplies
    6. Prepare bank deposits
    7. Check restaurant and lounge report

F. Hotel-Motel Accounting

    1. Balance accounts receivable
    2. Night audit report preparation
    3. Accounting for telephone sales

TABLE OF CONTENTS (Continued)

VI. Perform Customer Service Functions

A. Telephone Functions

1. Receive incoming telephone calls
2. Use switchboard (PBX)
3. Log outgoing telephone calls
4. Log and call guests according to wake up schedule
5. Collect unpaid bills

B. Cash Register

1. Ring-up cash sales
2. Cash checks
3. Ring-up credit sales
4. Make change for customers
5. Verify cash amount in cash register
6. Disburse petty cash

C. Secure Guest's Valuables

1. Secure guest's valuables in safe

D. Check-Out

1. Post final charges to folio
2. Check guests out

VII. Emergency Functions

A. Emergency Procedures

1. Call fire departments
2. Use fire extinguisher
3. Call Emergency Medical Service
4. Call police department
5. Provide emergency medical treatment

VIII. Employment

A. Seek and Obtain Employment

1. Write a personal resume
2. Complete a job application
3. Prepare for a job interview
4. Look for a job

TABLE OF CONTENTS (Continued)

IX. Cooperative Work Experience I

  A. Front Office Clerk

    1. Obtain cooperative work station assignment
    2. Complete the cooperative work experience

HOTEL-MOTEL CURRICULUM

TABLE OF CONTENTS

Part II
Hotel-Motel Front Office Clerk

UNIT MODULE TASK

I. Front Office Management

  A. Personnel Management

    1. Interview prospective employee
    2. Conduct new employee orientation
    3. Conduct employee training
    4. Supervise employees at work
    5. Conduct employee performance evaluations

  B. Customer Service

    1. Reserve meeting rooms
    2. Make group reservations for tours
    3. Book conventions

  C. Credit Checking

    1. Approve checks to be cashed
    2. Credit check on over $100 limit report

  D. Records and Reports

    1. Laundry verification
    2. Prepare rooming report
    3. Review key report
    4. Prepare summary report on outstanding debts
    5. Verify completion of work by employees

II. Know Your Community

  A. Community Organizations

    1. Identify civic organizations and their functions
    2. Explain procedures for registering to vote
    3. Identify volunteer groups and their functions
    4. Determine non-profit public services available and how they function

III. Cooperative Work Experience II

  A. Front Office Manager

    1. Obtain cooperative work station assignment and complete training agreement and plan
    2. Complete the cooperative work experience

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT I: Introduction to the Hospitality Industry

MODULE A: Employment Opportunities

TASK 1: Identify Hotel-Motel Jobs

PERFORMANCE STEPS:

1. Check the Dictionary of Occupational Titles for hotel-motel occupations titles that interest you.
2. Check the Occupational Outlook Handbook for information relating to each of these jobs.
3. Consult the local telephone book, newspapers and hotel-motel directories for businesses that hire employees under the job titles that interest you.
4. Make a list of the employers' names, addresses and telephone numbers.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Dictionary of Occupational Titles, Section on the Hotel and Restaurant Industry, Series 187, 211, 238, 310, 312, 313, 319, 352 and 376. Select at least three jobs that interest you. After reading the job descriptions you selected discuss them with your instructor, another students and/or the class.
2. Look up in the Dictionary of Occupational Titles the following codes and write the major duties of each job on paper. Identify each job by DOT Code and job title: 211.362-010, 187.117-038, 187.167-110, 238.362-010.
3. Write separate lists of:
   - a. Things you like to do.
   - b. Things you do not like to do.
   - c. Things you feel you do well.
   - d. Things other people have complimented you on.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

   e. Equipment you can use.
   f. Jobs you feel you would like to have.
   g. Places you would like to live and work.
   h. Your living expenses when you are working. (Be reasonable--"cut out the fat.)"

4. Complete all activities listed under Performance Steps.

GROUP:

1. Take notes from a lecture by your instructor on opportunities in hotel-motel work.

2. View video tape presentation titled "Hotel Management" (Video tape available from West Virginia Vocational Curriculum Laboratory).

3. Watch film "Distributive Education," Modern Talking Picture Service, Inc.

4. View film "The Pleasure of Your Company" (Introduction to Hotel-Motel Services) Walter J. Klein, Co, Ltd.

5. Read the Occupational Outlook Handbook. (Check the index for titles you selected from the Dictionary of Occupational Titles.) Then, discuss with classmates:

   a. The nature of the work.
   b. Places of employment.
   c. Training, other qualifications, and advancement.
   d. Employment outlook.
   e. Earnings and working conditions.

EVALUATION:

ITEMS NEEDED:

1. Dictionary of Occupational Titles, U.S. Department of Labor, Employment and Training Administration.

2. Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics.

3. Local regional and statewide newspapers, telephone directors (yellow pages).

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

4. Directories of hotels and motels.

5. Paper

6. Pencil

TASK:

Identify Hotel-Motel Jobs.

STANDARD:

1. Must be be able to identify several (at least three) jobs that interest you.

2. Must be able to describe the responsibilities of the front office clerk.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT I: Introduction to the Hospitality Industry

MODULE A: Employment Opportunities

TASK 2: Determine Job Opportunities

PERFORMANCE STEPS:

1. Consult the local telephone book and hotel-motel directories for businesses that hire employees under the job title(s) that interest you.
2. Make a list of the employers' names, addresses and telephone numbers.
3. Look in the Classified Ads sections of local, regional and statewide newspapers for employers that are looking for employees in hotel-motel occupations.
4. Make an appointment with the school placement officer (if one is available) or the guidance person in charge of job placement. Find out what jobs are available on the local, regional, state and national level. (Find out also what degree of training and experience is usually required for these jobs. Discuss with the counselor the possibilities for additional training after high school; schools which offers courses or programs you are interested in, possibilities for financial aid, and how to apply for financial aid.)
5. Visit local employers and find out what the working conditions are, distance needed to travel, employee benefits, competencies needed and salary for the job you are interested in.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Make a list of current job openings in hotel-motel occupations for your area. List job titles, employers' names, addresses and telephone numbers.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Interview a person who is currently employed as a front office clerk and/or a person employed in a hotel-motel setting that interests you.
3. Write a case study of a person who has had at least two years' experience as a front office clerk.
4. Look for a job that interests you. If you are actually looking for a job, apply at as many places as you can find. Don't stop with one and "just hope."
5. Read Merchandising Your Job Talents introduction and self-appraisal sections.
6. View film "A Hotel is Born," Data Films.

EVALUATION:

ITEMS NEEDED:

1. Local, regional and statewide newspapers
2. Telephone directories (yellow pages)
3. Directories of hotels and motels
4. Paper
5. Pencil

TASK:

Determine Job Opportunities.

STANDARD:

1. Must list current job openings in you area.
2. List to include employer's name, address, telephone and job titles for openings.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT I: Introduction to the Hospitality Industry

MODULE B: Scope of Hotel-Motel Industry

TASK 1: Identify Classifications of Inns

PERFORMANCE STEPS:

1. Review the broad scope of the hotel-motel industry.
2. Identify the classification systems for hotels and motels.
3. Define the term "class" as it applies to hotels.
4. Define American Plan, Modified American Plan, and European Plan.
5. Describe the purposes of commercial hotels, residential hotels and resorts.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Check-In, Check-Out, pages 1-13.
2. Complete all Performance Steps outlined above. Performance steps 2-5 are to be completed as a written assignment.
3. Turn in your written work for evaluation by your instructor.
4. After identifying an Inn in your area, visit three of them and classify them by type, class, size and plan.
5. Present an oral report to your class on your classification field trip.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Listen and take notes during a presentation by your instructor on "Classification of Inns."
2. Participate in a class discussion on the scope and classification of hotels and motels.

EVALUATION:

ITEMS NEEDED:

Pencil, paper, Check-In, Check-Out

TASK:

Identify Classifications of Inns

STANDARD:

1. Classify Inns by size, class and type.
2. List and define the hotel service plans.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT I: Introduction to the Hospitality Industry

MODULE B: Scope of Hotel-Motel Industry

TASK 2: Describe Hotel Departments and Positions

PERFORMANCE STEPS:

1. Review Hotel-Motel Industry.
2. Describe functions of hotel departments for
   a. food and beverage service
   b. front office
   c. housekeeping
   d. service
   e. telephone
   f. security
   g. non-service departments.
3. Identify the broad duties of the hotel-motel general manager, house manager, food and beverage manager and front office personnel.
4. Identify typical working hours or shifts for the front office.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Check-In, Check-Out, pages 15-24.
2. Sketch a simple organizational chart for a hotel/motel in which you would like to work.
3. Prepare a written report identifying hotel departments and positions. In outline form describe each department and position.

GROUP:

1. Listen and take notes during a presentation by a guest speaker on hotel department and positions.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Ask questions and participate in the discussion after the guest speaker's presentation.

3. View filmstrips "I Like People" I and II (Details responsibilities of the front office clerk) Admaster Films, Inc.

EVALUATION:

ITEMS NEEDED:

Pencil, Paper, Check-In, Check-Out

TASK:

Describe Hotel Departments and Positions

STANDARD:

1. List basic functions of hotel departments listed under performance step 2.

2. Identify duties of hotel general manager, house manager, food and beverage manager and front office personnel.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT I: Introduction to the Hospitality Industry

MODULE B: Scope of Hotel-Motel Industry

TASK 3: Outline Major Areas of Guest Service

PERFORMANCE STEPS:

1. Outline and describe the following areas of guest service in hotels and motels.
    a. Reservations
    b. Complaints
    c. Mail and telephone
2. Describe the anti-service syndrome.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 24-26 in Check-In, Check-Out.
2. Read Front Office Procedure Student Manual, pages 1-4.
3. Put yourself in the place of a guest and list the service you would expect from the hotel front office.
4. Prepare an oral report on one of the major areas of guest service. Have your topic approved by your instructor.
5. Write in outline form the major points in the anti-service syndrome.

GROUP:

1. Take notes during the presentation of oral reports by other students in your class on the major areas of guest service.
2. Participate in class discussion and ask questions at the conclusion of the oral reports.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Complete the Review Quiz, pages 5-6, Front Office Procedure Manual.

4. Submit your Quiz to the instructor for evaluation. A minimum of eight questions must be answerd correctly.

EVALUATION:

ITEMS NEEDED:

Pencil, Paper, Check-In, Check-Out, Front Office Procedure Student Manual.

TASK:

Outline guest services.

STANDARD:

Outline of services shall include reservations, complaints, mail and telephone.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 1: Establish Personal Goals

PERFORMANCE STEPS:

1. Analyze yourself (interests, aptitudes, abilities, personality traits).
2. Analyze your needs (personal, financial).
3. Explore possible careers which will match your personal characteristics and your needs.
4. Set a career goal.
5. Establish short term goals that will help you reach your career goal.

LEARNING ACTIVITIES:

1. Read pages 81-94, Succeeding in the World of Work.
    a. Make a vocabulary list of new words.
    b. Learn what these words mean.
    c. Discuss the meaning of the words with several classmates.
2. Rate your own personality, using the "Personality Rating Sheet" (Information Sheet II-A-1.
    a. List your personality traits which need improvement (anything not rated as "Good" or "Excellent"). Try to be honest and objective. (Most of us can use some improvement).
    b. You may discuss your goals with your instructor to get helpful suggestions for improvement of personality traits which may affect your career plans.
    c. Write your plan for improving any areas not rated as "Good" or "Excellent."

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

d. Obtain an envelope from your instructor. Place your evaluation in the envelope. It will be placed in your folder. At the end of the semester, get this envelope and rate yourself again. Note the improvements.

3. See and participate in the following units of Job Survival Skills Program:

   a. Unit I, "Introduction"
   b. Unit II, "Education and Training"
   c. Unit IV, "Self-Concept and Employment"

4. Read pages 95-96, Succeeding in the World of Work. Write a separate paper on each of the following words. Tell what the words mean to you and your personality.

   a. Parental pressure, teacher pressure, and peer pressure
   b. Economic resources
   c. Marital status
   d. Chance
   e. Self-concept

5. Submit each of the above papers to your instructor. Discuss them with the instructor.

EVALUATION:

ITEMS NEEDED:

1. Paper

2. Pen or pencil

3. Kimbrell and Vineyard, Succeeding in the World of Work (Bloomington, Ill: McKnight Publishing Company, 1975)

TASK:

Establish personal goals.

1. Demonstrate that you understand yourself--your personality and needs.

2. Demonstrate that you can relate knowledge of yourself to career plan.

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

STANDARD:

1. Your evaluation of your personality traits, as shown by you on the "Personality Rating Sheet" (Information Sheet A-1) will include a plan to improve any traits rated as "Fair," "Poor," or "Very Poor."

2. You will correctly answer 10 of 12 questions on task test.

INFORMATION SHEET II-A-1

SELF-RATING YOUR PERSONALITY

Rate your own personality according to traits which make up your personality. Use the chart below:

PERSONALITY RATING

Trait	Excellent	Good	Fair	Poor	Very Poor
ATTITUDE					
COURTESY					
DEPENDABILITY					
DESIRE TO SUCCEED					
ENTHUSIASM					
FORESIGHT					
FRIENDLINESS					
HEALTH					
HONESTY					
INITIATIVE					
LOYALTY					
MORALITY					
NEATNESS					
OPEN-MINDEDNESS					
PERSONAL APPEARANCE					
PUNCTUALITY					
SELF CONTROL					
SENSE OF HUMOR					
TACT					
USE OF VOICE					

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 2: Identify Successful Work Attitudes

PERFORMANCE STEPS:

1. Identify personal traits that affect your relationship with others.
2. Analyze how personal traits and attitudes of others affect you.
3. Analyze how your personal traits affect others.
4. Identify and analyze the ways the attitudes of others are influenced by your attitudes, traits and habits.
5. Make a plan to upgrade your attitudes, traits and habits.

LEARNING ACTIVITIES:

1. Read pages 50-61, Succeeding in the World of Work.
    - a. List and define new terms.
    - b. Discuss these terms and what they mean to you with your classmates.
2. Take the "5-Minute Timed Test on Following Directions." (Your instructor will supply the test.)
    - a. Remember the terms "honesty" and "discipline." Do not "clue" another student as to the content of this test.
3. Read and complete Information Sheet B-2, "Personality Rating."
    - a. Put your completed rating sheet in an envelope and seal the envelope.
    - b. Give the envelope to your instructor to keep until you have completed the activities for this task.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. See and participate in the following units of Job Survival Skills Program:
   a. Unit VI, "You and Your Supervisor"
   b. Unit VII, "You and Your Co-Workers"
   c. Unit VIII, "Successful Job Behavior"
5. Participate in a class discussion on positive and negative attitudes as related to Hotel-Motel workers.
   a. Role-play attitudes which have been identified by the group.
   b. How have the attitudes demonstrated in the role-play situation changed when the actors played the role of a child? an adult? an elderly person? a handicapped person?
   c. Your instructor will evaluate your performance.
6. Take the written evaluation for this task. You must answer 12 of the 15 questions correctly.
7. Your instructor will return the envelope which contains your self-rated "Personality Rating."
   a. Review your self-ratings. Rate yourself again. Have the ratings changed?
   b. Discuss with your instructor the ways you can improve your personality traits to be a more effective Hotel-Motel worker.

EVALUATION:

ITEMS NEEDED:

1. Paper
2. Pencil or pen
3. Envelope

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

TASK:

Demonstrate your understanding of the principles involved in "successful work attitudes."

STANDARD:

1. Your instructor will evaluate your role-play performance of positive and negative attitudes. Your performance must show that you understand:
    a. Yourself in a given role.
    b. How your attitude reflects on your relationship with co-workers.
    c. How your attitude reflects on your relationship with your supervisors.
    d. How your attitude reflects on your relationship and effectiveness with guests.
2. On the test for this task, you must answer 12 of the 15 questions correctly.

INFORMATION SHEET II-A-2

UNDERSTAND SUCCESSFUL WORK ATTITUDES

You have read about and discussed traits which make up personality and affect your relationships with others. These traits are very important to Hotel-Motel workers. Rate your own personality according to the chart below.

PERSONALITY RATING

Trait	Excellent	Good	Fair	Poor	Very Poor
ATTITUDE					
COURTESY					
DEPENDABILITY					
DESIRE TO SUCCEED					
ENTHUSIASM					
FORESIGHT					
FRIENDLINESS					
HEALTH					
HONESTY					
INITIATIVE					
LOYALTY					
MORALITY					
NEATNESS					
OPEN-MINDEDNESS					
PERSONAL APPEARANCE					
PUNCTUALITY					
SELF CONTROL					
SENSE OF HUMOR					
TACT					
USE OF VOICE					

Rooms can be darke[illegible]ds.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 3: Use Principles of Human Relations

PERFORMANCE STEPS:

1. Make a list of things others do or attitudes they have that annoy you or that you find difficult to deal with.
2. Make a list of things you do or attitudes you may have that might annoy others or make others feel you are difficult to deal with.
3. Make a list of things you find pleasant in others.
4. Make a list of things others have found pleasant in you.
5. Review these lists to identify positive things about yourself that can influence others.
6. Analyze how the things you listed in #5 can affect your career goal.

LEARNING ACTIVITIES:

1. Read pages 104-111, Succeeding in the World of Work.
   a. List and define new terms.
   b. Discuss these terms and what they mean to you with your classmates.
2. See and participate in the following units of Job Survival Skills Program:
   a. Unit III, "From Which Point of View"
   b. Unit V, "Communication"
   c. Unit XIV, "Summarizing"
   d. Unit XV, "Individual Assessment"

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Write a paragraph discussing why human relationships are important to your career. Have your instructor evaluate your work.

4. With a fellow student, role-play a situation between a front-office clerk and a customer.

   a. Have your instructor evaluate your behavior during the performance.

   b. Have your classmates discuss their reaction to your performance.

5. Using the same student partner as in Learning Activity 4, describe in writing what message this person's body language conveyed to you during your demonstration.

6. While you are in practice sessions in the front office learning laboratory, your instructor will evaluate your progress. Look at the "Performance Appraisal" example (Information Sheet II-A-3). Each area of your performance is appraised: skill competency and personal effectiveness (How your actions affect others).

   a. Discuss with your classmates how you can strive to achieve personality performance skills that will help you earn the best ratings for each item on the form.

7. Take the written evaluation for this task. You must answer 12 of the 15 questions correctly. (You may not use references).

EVALUATION:

ITEMS NEEDED:

1. Paper

2. Pen or pencil

3. Partner

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

TASK:

Demonstrate your understanding of:

a. Some of the motivating factors which cause human beings to behave as they do, and

b. Ways of influencing others to behave as you would like them to behave.

STANDARD:

1. Your instructor will evaluate your written and performance demonstrations of how well you understand and can cope with factors which motivate the way people behave.

2. Your instructor will evaluate the written test for this task. You must answer 12 of the 15 questions correctly.

Eelctric typeqriters, calculating and duplicating equipment, dictating/ Transcribing equipment, and other up-to-date office machines are provided for instruction.

INFORMATION SHEET II-A-3

PERFORMANCE APPRAISAL

Name: Hotel: Department:

School: Date of Work:

INSTRUCTIONS: This form should be used to evalute employee performance. It should be reviewed with the employee. Place a check in the space which best expresses your judgment.

1.	QUALITY OF WORK	Unsatis-factory ( )	Satisfactory ( )	Above Average ( )
2.	QUANTITY OF WORK	Substandard ( )	Average ( )	High ( )
3.	POTENTIAL	Doubtful ( )	Promising ( )	Above Average ( )
4.	ATTITUDE	Indifferent ( )	Normal Interest ( )	Enthusiastic ( )
5.	COOPERATION WITH OTHERS	Antagonistic ( )	Satisfactory ( )	Supportive ( )
6.	JOB SKILLS	Low ( )	Adequate ( )	Good ( )
7.	INITIATIVE	Needs Prodding ( )	Does Assigned Work Well ( )	Seeks Tasks to be done ( )
8.	ATTENDANCE	Unsatis-factory ( )	Satisfactory ( )	No. of days Present ( )
9.	APPEARANCE	Must Improve ( )	Satisfactory ( )	Outstanding ( )

Adequate chalkboard and tackboard spac is provided.

INFORMATION SHEET II-A-3

PERFORMANCE APPRAISAL
(Continued)

COMMENTS____

____

____

____

SIGNATURE OF IMMEDIATE SUPERVISOR______________________ DATE__________

SIGNATURE OF EMPLOYEE RATE_____________________________ DATE__________

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 4: Dress appropriately for the job

PERFORMANCE STEPS:

1. Define appropriate dress for work.
2. Obtain and organize proper dress.
3. Dress appropriately.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Consult O.S.H.A. manual and determine proper precaution in selecting dress for your job.
2. Read pages 62-72 of Personality Development for Business and answer questions on page 73.
3. Read pages 43-44 in World of Work and list three important factors in dressing properly.

GROUP:

1. In writing, describe the proper dress for your chosen occupation that incorporates safety, comfort and appearance.
2. Invite a guest from a state or private employment agency to speak to the class on appropriate dress for various occupations. Participate in question and answer period.
3. In small groups, develop a skit on "Do's and Don'ts" for dressing for the job. Present to the class.
4. Tour a local business, plant, office, store to observe appropriate dress and discuss observations on types of clothing, footwear, etc. in class.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

5. Participate in a teacher-led discussion regarding appropriate dress for various jobs.

EVALUATION:

Present to the class an outfit that would be appropriate for a job you have chosen. Explain why the attire would be considered appropriate.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 5: Practice Good Health Habits

PERFORMANCE STEPS:

1. Define good health habits relating to: food, personal hygiene, physical health, and mental health.
2. Organize a plan for good health habits.
3. Practice the plan.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 47-56 of Personality Development for Business. Complete question 3 on page 59.

GROUP:

1. View one of the following films: "Good Looks," Modern Talking Pictures: "Cleanliness and Health," University of Michigan Film Library. Discuss the film with the class.
2. Attend a class where a person from the school or community speaks on "Good Health Habits - How it Effects Your Mental, Physical, and Emotional Health." Discuss good health habits. Participate in a question and answer session.
3. Develop a list of at least five things an individual needs to do to maintain good health in each of the given categories: Physical health, mental health, and emotional health.

STUDENT COMPETENCY SHEET

EVALUATION:

Maintain a chart for a period of one week that shows your good health habits.

Write a weekly plan detailing good health habits.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 6: Practice Professional Ethics

PERFORMANCE STEPS:

1. Define professional ethics.
2. Determine ethics pertaining to your job goal.
3. Practice professional ethics related to your job goal.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Ethics for Everyday Living and write a definition for ethics as it applies to your job goal.
2. List five values necessary for your job success. Rank each value in order of importance to you. Then list five important values of a person you know who seems to be successful in the same career objective you want to pursue. Have the teacher evaluate.

GROUP:

1. View one of the following films: "How Honest Are You," Coronet Instructional Films; "Cheating," Young American Films; "Developing Your Character," Coronet Instructional Films. Participate in a class discussion.
2. Discuss values as in Chapter 14 of Discovering Yourself (Science Research Associates). Discuss "When Your Conscience Hurts You."
3. In small career groups, develop and role-play professional ethics for each participant's career. Present to class.

STUDENT COMPETENCY SHEET

EVALUATION:

For one week's time determine what your activities are going to be practicing professional ethics. To determine your success, defend to the class the success of carrying out your plan.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 7: Explain the Importance of Respecting the Feelings of Other People

PERFORMANCE STEPS:

1. Identify areas in which people's feelings differ. (Example: religion, politics, personal dress, etc.)
2. Determine why people have different feelings.
3. Explain the importance of respecting the feelings of other people.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 1-6 in Your Attitude Is Showing. Answer questions 1, 6, 9, 12, and 13 in assignment manual.
2. View filmstrip "Consideration of Others and Acceptance of Differents." (Developing Basic Values)
3. Define the term "maintaining an objective point of view."
    a. List reasons why it is important to maintain an objective point of view with others.
    b. List three ways to maintain an objective point of view.
4. Select a member of the class and indicate where your feelings differ from your classmates in three areas (such as: religion, politics, etc.)

GROUP:

1. Develop a skit to show the class how respect is fostered through the consideration one shows to others.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Attend a class presentation by a local manager or supervisor on "How to Respect Ideas of Others." Participate in a question and answer session.

EVALUATION:

List five reasons why a person should respect the feelings of others.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 8: Portray a Positive Image

PERFORMANCE STEPS:

1. Define self-image.
2. Identify seven factors which you are judged upon and are used to judge other people.
3. Develop a plan to improve your image.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read paperback book, Winning with People, and/or How to Win Friends and Influence People. Develop a plan to improve your image.
2. Read pages 3-12 in Personality Development for Business. Complete Case Study #3 and #5.
3. Read pages 81-94 in Succeeding in the World of Work. Compile a vocabulary list of new words and learn what they mean.
4. Read pages 95-96 in Succeeding in the World of Work. Write a separate paper on what these terms mean to you and your personality:
   a. Parental, Teacher, and Peer pressure.
   b. Economic Resources
   c. Marital Status
   d. Chance
   e. Self-concept

   Submit your work to your instructor.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Attend class presentation by teacher on the following seven factors: appearance, vocabulary, listening, actions, philosophy, versatility, and willingness to help others.
2. View film "It's Up to You" and discuss it with others in your class. Develop a plan.
3. View film "Habit Patterns" and discuss it with others in your class.

EVALUATION:

List in writing seven factors involved in a positive image. After practicing a plan to improve your self-image, have the students evaluate you in each of the seven areas within one week.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 9: Assume Responsibility

PERFORMANCE STEPS:

1. Define responsibility.
2. Identify the characteristics of a responsible person.
3. Practice acting responsibly.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify your list of responsibilities in the classroom.
2. Accept a task (passing out books, keys, classroom assignments, etc.) and maintain a record for a prescribed time without being reminded.
3. Organize and complete one activity for a youth organization.

GROUP:

1. View the film, "You Pack Your Own Chute," and discuss it in class.
2. Volunteeer to serve on one committee of the vocational youth organization. Be responsible for one activity in the club.
3. Organize the class into task committees responsible for routine classroom activities.

EVALUATION:

In writing, indicate three responsibilities you have at home and explain how well you are achieving them.

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STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 10: Accept Constructive Criticism

PERFORMANCE STEPS:

1. Define constructive criticism.
2. Constructively criticize yourself.
3. Be willing to improve where necessary.
4. Accept criticism as being more than personal.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read booklet, "The Roots of Self-Confidence." Based on this reading, indicate in writing how the main points relate to you personally.
2. Read pages 31-42 in Personality Development for Business. Write a summary section on how you would like to change yourself.
3. Keep a diary for one week listing each time you are criticized - who does the criticizing, why, where, when, your reaction/response. At the end of the week, review your diary and see if the response was defensive or accepting.

GROUP:

1. View the film, "The Outsider" and discuss it with the class.
2. View the film, "Toward Emotional Maturity" and discuss it with the class.
3. Attend a class on "How to Learn to Accept Constructive Criticism."

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Set up role-playing situations depicting the proper way of accepting constructive criticism, and situations where it is not accepted.

5. Discuss the statement, "If the sting of criticism keeps you from seeing it may be useful, you may be oversensitive." Is over-sensitiveness a positive or negative characteristic?

EVALUATION:

Write an account of three instances where you have accepted constructive criticism in the past week.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 11: Maintain Poise

PERFORMANCE STEPS:

1. Define poise.
2. Identify those factors that will help one to maintain poise.
3. Evaluate your own poise.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 3-10 in Personality Development for Business. Complete question #5 on page 11.
2. View film, "Faces of Courage."

GROUP:

1. Participate in a teacher-led discussion on "How to Maintain Poise." Participate in the question and answer session that follows.
2. Research those factors that will aid one in developing poise. Give a presentation to your class on your findings.
3. View film, "The Front Desk" (How to respond in a variety of situations) National Education Media.
4. Listen to Audiotape Cassette, "Keeping Control" (Maintaining dignity in funny situations) Foster-Stephens, Inc.
5. Participate in class discussion of the films.

STUDENT COMPETENCY SHEET

EVALUATION:

List and explain at least five factors that have helped you to maintain poise. After having analyzed your poise and ways to improve it, keep track of your success over a period of one week.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 12: Display Sense of Humor

PERFORMANCE STEPS:

1. Define a sense of humor.
2. Become aware of different forms of humor.
3. Practice looking for and being aware of humor.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Make a scrapbook showing both positive and sarcastic senses of humor.
2. Compile a list of three instances where you observed a display of good humor and explain in writing.

GROUP:

1. Work up a skit using a positive and destructive sense of humor.
2. Compile a list of jokes to be read to the group for their opinion of positive or destructive sense of humor and discuss.
3. Identify "practical joke" and discuss the inappropriate use of the practical joke.

EVALUATION:

Write a list of three instances where a sense of humor has helped you through difficult situations.

Identify five instances that you found humorous.

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STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 13: Budget Time Effectively

PERFORMANCE STEPS:

1. Explain the advantages of budgeting your time.
2. Develop a plan for budgeting your time effectively.
3. Carry out the plan.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Observe a parent, teacher, student, or worker who budgets their time. Explain why the person appears to be organized time wise.
2. Make a 24-hour schedule of your activities. Mark on it time spent: on sleep, in class, at work (job that earns money), with friends, on homework, alone (reading, watching T.V., listening to stereo), on chores, with family (meals) or miscellaneous. Evaluate effectiveness of time spent on each activity and explain how you might more effectively budget your time.
3. Plan for one week's activities by using a calendar and filling in all known activities and referring to the calendar when adding other activities as they arise.
4. View the film, "What Will I Do With My Time?" and summarize the main points of the film on one page.

GROUP:

1. Participate in a teacher-led discussion on how daily and weekly schedules will help to budget time.
2. Attend a class presentation by a community business person on "How to Effectively Budget One's Time."

STUDENT COMPETENCY SHEET

EVALUATION:

Develop a three-day time schedule for your activities. Keep an accurate record of time spent on your activities for those three days. Compare the proposed time schedule to your actual time schedule, and indicate the effectiveness of your proposed schedule.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 14: Use Failure Constructively

PERFORMANCE STEPS:

1. Identify or list reasons why people fail.
2. Explain how self-motivation can help individuals to overcome failure.
3. Recognize how overcoming failure can assist you in reaching your goals.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read paperback book, Think and Grow Rich. Submit a written report on Mr. Hill's suggestions for turning failure around and making it work for you.
2. Research and prepare a written report on using failure constructively.
3. Read "Dear Abby" or "Ann Landers" in the newspaper. Select someone's failure and explain how they could profit from their failure.

GROUP:

1. Attend a class presentation by your teacher on "Using Failure Constructively" and participate in a question and answer session.
2. View the film "You Can Surpass Yourself," and answer questions prepared by your teacher.
3. Brainstorm human failures and how the individuals involved used failure constructively. Each member prepare a letter to "Dear Abby" explaining a personal failure and have a panel of students explain how they would use the failure constructively.

STUDENT COMPETENCY SHEET

EVALUATION:

Select a recent personal failure; explain how you analyzed that failure and how you profited by it.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 15: Organize Thoughts Logically

PERFORMANCE STEPS:

1. Define terms.
2. Determine the steps in logically organizing thoughts.
3. Select issues/problems and use the steps.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Use a Collegiate Dictionary and identify the following terms: logical, fallacy, mislead, deception, false idea, correct, and incorrect.
2. Based on the above definitions, write out the steps necessary for logical thinking.
3. Select an issue (political, spiritual, commercial) and take a position and logically justify your stance.
4. Using a newspaper available in your area, select an issue (political, spiritual, commercial) and list three or more statements of persuasion and analyze each.
5. Select a problem (e.g., car won't run, cracked walls in house, city politics, farm problem, etc.) and list causes(s) and their effect (symptoms).

GROUP:

1. With assistance from your instructor, select a local, national, or international issue (e.g., a faulty bridge, malfeasance in office, territorial issues). Identify the persons involved and the issues. Identify the cause/effect relationships and predict the several outcomes possible. Identify their effects on you.

STUDENT COMPETENCY SHEET

EVALUATION:

Given a real issue either local, state, or national, examine the issue thoroughly. List the purposes of all persons concerned in the issue. List the possible choices of action taken and justify those actions. Your logic must stand the instructor's questioning.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 16: Identify Fallacy in Logical Thinking

PERFORMANCE STEPS:

1. Define terms.
2. Collect examples of fallacy in logical thinking and identify the fallacies.
3. Write directions for avoiding fallacy in logical thinking.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Use a Collegiate Dictionary and identify the following terms: logical, fallacy, mislead, deception, false idea, correct, and incorrect.
2. Study the "Letters to the Editor" in an available newspaper for one week. Choose two or more letters in which you consider to have a fallacy and prepare to discuss illogical thinking used by the writer.
3. From the assignment above, choose two logically written letters and prepare to discuss the order and truth of the letter.
4. Select a letter from assignment #2 and rewrite it logically.

EVALUATION:

Write a set of directions to persons writing letters to the editor so that they may write logical letters without fallacies on subjects of their choice.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 17: Recognize Emotive Language

PERFORMANCE STEPS:

1. Define terms.
2. Locate available sources of emotive language.
3. Analyze selections of emotive language.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify the terms from a good collegiate dictionary: emotive, emotional, prejudice, idea, character, bandwagon, jargon, and gobbledygook.
2. Choose selections from magazines or newspapers and identify examples of all of the above terms.
3. Choose a newspaper passage from "Dear Abby" or "Ann Landers" and identify examples of three of the above terms.

EVALUATION:

Given a current newspaper, locate and underline samples of emotive language, prejudice, bandwagon, jargon, and gobbledygook. Write the correct identifying term over each underlined selection.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 18: Utilize Sequential Thinking

PERFORMANCE STEPS:

1. Define sequential thinking and related terms.
2. Relate sequential thinking to time, space, and climax.
3. Analyze any situation for type and detail of sequential thinking.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify the following terms: relationship, comparison, contrast, judgment, inference, generalization, problem, over-simplification, bias, prejudice, persuasion, climax. Relate each term to sequential thinking.
2. Make a list of five main points of order related to the following subjects. Arrange them according to the order stated in parenthesis:
   a. A brush with the law (time order).
   b. Ways to get elected to office (order of climax).
   c. A tour of your schools (order of space).
   d. The trials of learning a trade (order of climax).

EVALUATION:

Given the following example of "fuzzy" or non-sequential thinking, restate and realign the passage to be sequential.

EXAMPLE: Dave Clark put his class candidates' campaign poster up in place of the other candidates. He tore some signs down and marked on others. He did this go get his candidate elected. He broke into the school.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 19: Work Cooperatively with Others

PERFORMANCE STEPS:

1. Identify terms.
2. Realize the benefits of cooperation.
3. Relate ways in which cooperation can help you.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Use a Collegiate Dictionary and identify the following terms: cooperation, dissention, self-concept, depression, jealousy, self-understanding, responsibility, alienation, value self-worth.
2. Read and study the five following quotations and keep in mind the above definitions. Write a brief meaning of each quotation in your own words.
    a. "There are no problems we cannot solve together and very few that we can solve by ourselves." (L. B. Johnson)
    b. "We were two and had but one heart between us." (F. Villon)
    c. "We cannot be separated in interest or divided in purpose. We stand together until the end." (Woodrow Wilson)
    d. "We come to reason, not to dominate. We do not seek to have our way, but to find a common way." (L. B. Johnson)
    e. "United we stand, divided we fall." (G. P. Morgan)

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Select two of the above quotations and seek out a successful adult in your community (e.g., teacher, minister, mechanic, business person, secretary, truck driver, etc.) and ask them to read the quote and state what it means to them.

GROUP:

1. Participate in a class discussion on the meaning of the five quotes listed in the Individual Learning Activity and take notes.

EVALUATION:

Given your choice of one of the quotes listed in the Individual Learning Activity, select one and list five ways it will assist you in working cooperatively in your trade.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 20: Deal Courteously with Customers

PERFORMANCE STEPS:

1. Identify terms.
2. Analyze courteous and discourteous actions.
3. Determine rules of courtesy.
4. Act courteously.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify the following terms: mannerly, respect, patience, impatience, fatigue, aggravation, meekness, forwardness, service, and tone of voice.
2. Choose a member of your community and ask him/her to recall an instance in their career when an act of discourtesy cost them a sale, a contract, a job, etc. Record their response.
3. Recall an instance in your own life when an act of discourtesy cost you something.
4. In your occupational area, explain in writing courteous and behavior.

GROUP:

1. Present each student's response to the first question under Individual Learning Activity.
2. Ask each student to read the question and response in the first activity in the Individual Learning Activity, and discuss how the situation could be improved by appropriate response of action.

STUDENT COMPETENCY SHEET

EVALUATION:

Given the following hypothetical situation, select a courteous response and list three or more ways how it might improve the situation:

Mrs. Schmidt came into your establishment at 11:00 a.m. with a complaint that was committed by another establishment. You were busy taking stock inventory which was to be completed before 12:00 noon. Being pressed for time, you raised your voice to Mrs. Schmidt and indicated to her you could not take time to discuss the matter. Mrs. Schmidt left, but immediately upon returning home reported the incident to the Better Business Bureau. They in turn reported the matter to your supervisor, who reprimanded you.

How would you correct the situation?

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 21: View Others as Individuals

PERFORMANCE STEPS:

1. Identify terms.
2. Explain how to view people individually.
3. List advantages of viewing people individually.
4. Contrast viewing people individually and as a part of a recognized group.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify the following terms: race, rich, poor, pretence, temperament, old, young, handicapped.
2. Describe on paper in your own words how each of the above terms might cause one to view others in a way other than as an individual.
3. In your own words, what does the following quotation mean in terms of individuality?
   "You can't tell a book by its cover."

GROUP:

1. Participate in a class discussion and take notes on the following quotations on individuality.
   a. "The worth of the state, in the long run, is the worth of the individuals composing it."
      (John Stuart Mills)
   b. "The whole theory of the universe is directed unerringly to one single individual.
      (Walt Whitman)

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

c. "An institution is the lengthened shadow of one man.
(Ralph W. Emerson)

d. "Individuality is the aim of political liberty."
(James F. Cooper)

e. "Individuality is founded in feeling; and the recesses of feeling, the darker, blinder strata of character, are the only places in the world in which we catch real fact in the making."

EVALUATION:

Assume a possible job situation in which a front office clerk must deal with a difficult individual. Write a report on how you could deal with the situation by viewing the person as an individual.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 22: Utilize Appropriate Boldness

PERFORMANCE STEPS:

1. Identify terms.
2. Contrast appropriate and inappropriate boldness.
3. List instances of appropriate boldness for you.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify the following terms: assertive, mild, meek, aggressive, prompt, claim, declare, affirm, state, confidence and boldness.
2. Read the following quotations. Recall and write down a specific instance in your life which proves the truth of each question.
    a. "Fortune befriends the bold."
    (John Dryden)
    b. "Boldness is a mast of fear, however great."
    (Francis Bacon)
    c. "Who bravely dares must sometimes risk a fall."
    (T. G. Smalleu)
    d. "When you cannot make up your mind which of two evenly balanced courses of action you should take, choose the bolder."
    e. "Finite to fail, infinite to venture."
    (Emily Dickinson)
3. Select two passages from above and explain each in your own words.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Discuss each of the above quotations and its value or lack of value to you in this course.

EVALUATION:

Consider yourself on the job in your occupational area. List five possible instances of appropriate boldness.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 23: Be Aware of Initiative and Motivation in Job Performance

PERFORMANCE STEPS:

1. Identify terms.
2. Explain the terms in relationship to your occupational area.
3. Plan three ways to use initiative and motivation in your occupational area.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify the following terms: initiative, motivation, performance.
2. Interview three or more employers or supervisors and ask each to give examples where an employee's diligence to these three elements resulted in advancement. Record these anecdotes.
3. Explain the following quote: "Diligence is the mother of good luck." (Ben Franklin)
4. Explain the following quote: "That which ordinary men are fit for, I am qualified in; and the best of me is diligence." (William Shakespeare)
5. Explain the following quote: "The more we do, the more we can do." (William Hazlett)

GROUP:

1. Discuss your anecdotes with the class.
2. Discuss "Let him that would move the world, first move himself."

STUDENT COMPETENCY SHEET

EVALUATION:

Assume a possible job situation in your study area and list three things you might do to improve each of the following: initiative, motivation, and job performance.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 24: Develop an Awareness of Applying Good Leadership Ability

PERFORMANCE STEPS:

1. Identify terms.
2. Review good leadership techniques.
3. Analyze your own leadership abilities and potential.
4. Write a plan to develop your potential.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify and record the meaning of the following terms: leadership, ability, authority, direction, delegating, authority, plan, autonomy.
2. Secure from two leaders in your community their definition of leadership.
3. Select a prominent public servant in local or national setting, study that person thoroughly, and list recent actions he/she has taken that reflect the various aspects of leadership discussed in this competency.

GROUP:

1. Discuss with the class all the terms listed above and state their usefulness in leadership.
2. Read and discuss the definitions of leadership secured from your community.
3. Discuss the various implications of the following quote: "Leadership: The art of getting someone else to do something you want done because he wants to do it." (Dwight D. Eisenhower)

STUDENT COMPETENCY SHEET

EVALUATION:

Given the following ten attributes of a good leader, select five which you consider essential to good leadership.

conducts well
understanding
sets examples
directness
patience
greedy
supremacy
power conscious
title conscious
sensitivity to others

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 25: Recognize That Success on the Job Depends on Technical Proficiency and Interpersonal Relations

PERFORMANCE STEPS:

1. Define terms.
2. Gain awareness of interpersonal relations on the job.
3. Practice good on-the-job interpersonal relations.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Define each of the following terms: failure, success, technical, proficiency, interpersonal relationship.
2. Study the following six quotes, choose three and recall an instance in your life or the life of someone you know where it applies:
    - a. "I tell you that as long as I can conceive something better than myself, I cannot be easy unless I am striving to bring it into existence by clearing the way for it."
      (George B. Shaw)
    - b. "The best time to hold your tongue is the time you feel you must say something or burst."
      (Josh Billings)
    - c. "Do not attempt to do a thing unless you are sure of yourself; but do not relinquish it simply because someone else is not sure of you."
      (Stewart E. White)
    - d. "All government, indeed every human benefit and enjoyment, every virtue, and every prudent act, is founded on human compromise and barter."
      (Edmund Burke)

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

e. "Better bend than break."
(Scottish Proverb)

f. "Life cannot subsist in society but by reciprocal concessions."
(Samuel Johnson)

GROUP:

1. View the film "I Just Work Here" (Wheelng College Library), and discuss the film in class.
2. Role-play instances of good and bad interpersonal relationships with other employees and customers.
3. Select four students (2 females and 2 males), and have them leave the classroom and wait in the hall until called to return. Explain to the rest of the class to observe the reactions and comments of each student as he/she is separately invited into the classroom and asked the question: Why are you late for class? Have the class jot down each student's reaction for discussion after the fourth student is questioned.

EVALUATION:

Write about an instance where you have failed because you did not practice good interpersonal relations with an employer, family member, or school personnel, and answer the question: What should you have done to succeed?

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 26: Be Aware of the Importance of Your Credibility On the Job

PERFORMANCE STEPS:

1. Define credibility.
2. Identify credibility traits.
3. Analyze your own credibility traits.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Look up credibility and define it in your own words.
2. In terms of your occupational area, what traits effect your credibility.
3. Read the following quotes and select the three which you feel most aptly defines the competency statement.
    a. "The greatest homage we can pay truth is to use it." (James R. Lowell)
    b. "Error of opinion may be tolerated where reason is left free to admit it." (Thomas Jefferson)
    c. "Hear reason or she'll make you feel her." (Ben Frnaklin)
    d. "Common sense is the knack of seeing things as they are, and doing things as they ought to be done." (Josh Billings)
    e. "Responsibility is the thing people dread most of all, yet it is the one thing in the world that develops us, gives us manhood and womanhood. (Frank Crane)

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES:

GROUP:

1. Role-play the following hypothetical situation:

   Sam Maxwell volunteered to prepare a presentation to deliver to the class in two weeks. As the deadline for the assignment drew near, other commitments arose and Sam put off preparing his material. The assignment was not prepared adequately and Sam blamed his failure on the prior commitments.

   What should Sam have done?

2. Attend a presentation by a foreman or personnel director on the importance of credibility on the job.

EVALUATION:

Choose an important national person and list the traits that make this person credible and those traits that do not.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 27: Adjust to Regulations of the Work Environment

PERFORMANCE STEPS:

1. Describe regulations of the work environment in your occupational area.
2. Compare work environment regulations to your present lifestyle.
3. Identify needed changes in your lifestyle.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Consult the D.O.T. and look up a job description.
2. Check with your guidance counselor and obtain work environment information and regulations.
3. Read each of the following quotations and select the three you feel most aptly support the competency statement and state why.
    a. "A man is a worker. If he is not that, he is nothing." (Joseph Conrad)
    b. "Labor disgraces no man, but occasionally men disgrace labor." (U. S. Grant)
    c. "I look on that man as happy, who, when there is question of success, looks into his work for reply." (Ralph W. Emerson)
    d. "The more we do, the more we can do." (William Hazlite)

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

e. "No thoroughly occupied man was ever yet miserable."
(Letetia Landon)

f. "The fruit derived from labor is the sweetest of all pleasures."
(Luc de Clapiers)

g. "Many a man never fails because he never tries."
(Norman MacElwain)

h. "What we hope to do with ease, we must learn first to do with diligence."
(Samuel Johnson)

4. Choose a prominent person in your area and interview that person, asking the following questions. Record the responses.

a. At what age do you think it most difficult to adjust to job requirements and why?

b. Aside from money matters, what elements do you think makes it easy to adjust to a job?

c. What habits must one develop in order to succeed in his/her first Job?

d. What habits must be broken in order to adjust to work?

e. What are the most commonly violated work regulations in your company?

GROUP:

1. Attend a presentation by an employment agency person on work environment.

EVALUATION:

List in your own words twenty reasons why people have difficulty adjusting to work environments.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 28: Identify Government Regulations that Pertain to Your Initial Employment

PERFORMANCE STEPS:

1. Describe terms related to work rights.
2. Identify five important provisions of the child-labor laws in your state.
3. Explain the changing attitudes relative to "protective" legislation for workers.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Chapter 27 of Applied Business Law, 11th Edition, and answer questions 1-10 on page 398. Define the terms under "Define Your Legal Vocabulary" on page 397.

GROUP:

1. Search newspapers and magazines for pertinent articles on labor management relations, such as collective bargaining sessions over new contracts, strikes, and boycotts, and discuss articles with the class.
2. Role-play a situation where an arbitrator must decide whether a foreman was justified in suspending or dismissing a worker who used an air hose to engage in "horse play" on the job. The worker, the union representative, and a lawyer for management and for the union may present their views of the incident.

EVALUATION:

Identify three areas that relate to government regulations that protect people in your occupational area.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 29: Describe Legal Protection of the Employee

PERFORMANCE STEPS:

1. Identify the Federal Laws pertaining to employee protection.
2. Identify the State Laws pertaining to employee protection.
3. Identify sources for company policies pertaining to employee protection.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Chapter 27 of Applied Business Law, 11th Edition, and answer teaser questions on page 400.
2. Read Chapter 28 on page 400 of Law As People Live It. Answer questions 1-10 on page 408 and 409. Also, define "Your Legal Vocabulary" on page 407.
3. Obtain from your Secretary of State, copies of labor laws, including workmen's compensation laws and current schedule of benefits of your state. Write a report on your findings.
4. Interview the personnel director of a large firm or a representative of the local labor board and identify laws relating to items a, b, and c in the learning steps. Write a report on your findings.

GROUP:

1. Participate in a teacher-led discussion on the following:
    a. Employee's common-law risks
    b. Employer's common-law duties

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

   c. Workmen's compensation laws protecting employees.

   d. A checklist of the benefits workmen's compensation provides.

2. Participate in a panel discussion with representatives from management and labor on worker protection laws or regulations.

3. Search newspapers and magazines for pertinent articles on labor management relations, such as collective bargaining sessions over new contracts, strikes, and boycotts, and discuss articles with the class.

4. Role-play a situation where an arbitrator must decide whether a foreman was justified in suspending or dismissing a worker who used an air hose to engage in "horse play" on the job. The worker, the union representative, and a lawyer for management and for the union may present their views of the incident.

EVALUATION:

You have been fired from your job with no explanation. What recourses do you have? List three.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT II: Human Relations

MODULE A: Interpersonal Skills

TASK 30: Respond to Guest Complaints

PERFORMANCE STEPS:

1. Listen carefully while guest explains the complaint.
2. Ask questions, if necessary, for additional details or a better definition of the problem.
3. Remedy the complaint if possible (if it is within your area of responsibility and authority).
4. If you cannot remedy the complaint, refer the customer to the proper person or relay the complaint yourself.
5. If company policy covers the complaint, explain and clarify the policy to the guest in a friendly, courteous manner.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read the following sections in The Hospitality Approach:
    a. Section II-1 Selling Hospitality
    b. Section II-2 What is a Tourist
    c. Section II-4 Proven Personality Polishers
    d. Section III-2 Managers, Assistant Managers and those in Executive Capacity
    e. Section III-3 The Effective Hotel-Motel Employee
    f. Section III-5 How the Salesperson Can Effectively Deal with the Tourist Customer

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

  g. Section II-6 Just for One Day - Yesterday

  h. Section III-7 Ten Commandments for Hospitality Workers

2. Complete the "Personal Public Relations Rating Form" Section II-3 in The Hospitality Approach. Discuss your responses with your instructor.

3. Fill out the check chart titled "Check Your Skill in Leadership" Section II-5 in The Hospitality Approach. Score your paper using the answers in Section II-6. Discuss your answers and score with your instructor.

4. Complete "Personal Check Chart #2" Section III-8 in The Hospitality Approach. Total your score and discuss the results with your instructor.

5. Fill out "Personal Check Chart #5 "Section III-9 in The Hospitality Approach. Compute your score and check with your teacher concerning the results.

6. Read West Virginia Travel.

GROUP:

1. View the film "Courtesy," Arthur Rankin Associates.

2. View the film "Count to Ten," Roundtable Films.

3. Listen to the audio tape "Company Polices and Sticky Situations," (Handling difficult situations) Foster-Stephens, Inc.

4. Listen to the audio tape "Handling Complaints," (remedy for the Troublemakers) Foster-Stephens, Inc.

5. Pair off with another student. Secure a simulated complaint situation from your instructor. One student is to be the Front Office Clerk, the other student the guest. Role play the situation to resolve the complaint.

6. Exchange roles and repeat the process.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

7. Role play the task of responding to guest complaints with other students and for different complaints. Students should rotate and develop simulated complaint situations under the supervision of their instructor.

8. Follow the Performance Steps carefully during the group activities.

EVALUATION:

ITEMS NEEDED:

Another person to role play the guest with a complaint - simulated guest complaint.

TASK:

Respond to Guest Complaints

STANDARD:

1. Complaint must be dealt with directly (do not avoid the issue).

2. Complaint must be disposed of in a friendly, courteous manner.

CHECKLIST

Unit II, Module A, Task 30

Task Respond to Guest Complaints

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Listen carefully while guest explains the complaint.		
2. Ask questions, if necessary, for additional details or a better definition of the problem.		
3. Remedy the complaint if possible.		
4. If you cannot remedy the complaint, refer the customer to the proper person or relay the complaint yourself.		
5. If company covers the complaint, explain and clarify the policy to the guest in a friendly, courteous manner.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT III: Tourism

MODULE A: Provide Tourist Information

TASK 1: Identify and Locate Tourist Attractions and Provide Tourist Information

PERFORMANCE STEPS:

1. Identify and give locations of West Virginia State Parks.
2. Identify and give locations of West Virginia State Forests.
3. Give locations and dates of West Virginia Fairs, Festivals and special events.
4. Identify and give locations of West Virginia Country Inns, Caverns, and other scenic points of interest.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read the following sections in The Hospitality Approach:
    a. Section III-12 Do you Know your Community
    b. Pages 122-127 Projects to Develop Tourism
    c. Pages 128-131 Outline for Compiling a Travel Directory
    d. Pages 132-135 Getting Help
    e. Pages 136-137 Requests High for State Information
    f. Pages 138-146 On-going Attractions in West Virginia
2. Answer the questions on "WV Travel Quiz" Section III-1 in The Hospitality Approach.
3. Check the answers to the quiz with the answer sheet provided and review the results with your instructor.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Read Wild Wonderful West Virginia.
5. Review the publication, West Virginia State Parks and Forests.
6. Review West Virginia Calendar of Events.
7. Prepare a written report identifying the sources of information or directories you will need to provide tourist information for each of the Performance Steps.

GROUP:

1. Participate in the viewing of the following films:
   a. "Gateways or Bridges" available from West Virginia Department of Education.
   b. "West Virginia Land for Relaxation" available from West Virginia Office of Economic and Community Development (348-3225).
   c. "A Work of Heart and Hand" available from OECD, as above.
   d. "Wild, Wonderful West Virginia" available from OECD.

   NOTE: The above films are annotated in The Hospitality Approach, page 146.
2. Participate in a class discussion with your instructor on "Providing Tourist Information."

EVALUATION:

ITEMS NEEDED:

1. West Virginia State Parks and Forests
2. Wild, Wonderful West Virginia
3. West Virginia Calendar of Events

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

TASK:

Identify and Locate Tourist Attractions

STANDARD:

Use references to give specific information required in each Performance Step.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT III: Tourism

MODULE A: Provide Tourist Information

TASK 2: Give Mileage Distances to Other Cities

PERFORMANCE STEPS:

1. Determine the name of the city for which the guest wishes to know the distance.
2. Give the distance, if known.
3. If you do not know the distance, refer to the official West Virginia Highway Map and determine the approximate distance.
4. Give mileage distance to the guest.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the "Mileage Diagram" provided on the Official West Virginia Highway Map.
2. List five cities of your choice and the distance from your location to each.
3. Submit your list to your instructor.

GROUP:

1. In a simulated situation two students are to role play giving mileage distances. One student is the front office clerk; the other the guest desiring information.
2. Exchange roles and repeat the process.
3. Continue the role-play activity until each student has given the distances to at least five towns or cities.

STUDENT COMPETENCY SHEET

EVALUATION:

ITEMS NEEDED:

Official West Virginia Highway Map

TASK:

Give Mileage Distances to Other Cities

STANDARD:

Approximate mileage distance is to be given to the guest.

CHECKLIST

Unit III, Module A, Task 2

Task Give Mileage Distances to Other Cities

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Determine the name of the city for which the guest wishes to know the distance.		
2. Give the distance, if known.		
3. If distance is not known, refer to the Official West Virginia Highway Map and determine the approximate distance.		
4. Give mileage distance to the guest.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT III: Tourism

MODULE A: Provide Tourist Information

TASK 4: Give Locations of Other Hotels-Motels and Their Services

PERFORMANCE STEPS:

1. Give location and services of other Hotels-Motels within your city.
2. Give location and services of Hotels and Motels within the State of West Virginia.
3. Give location and services of Hotels and Motels in other states.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Using West Virginia Hotels and Motels directory, list three hotels/motels in your city and give the services available.
2. Using West Virginia Hotels and Motels directory, list three hotels/motels in cities of at least 100 miles from your location but within the state and list their services.
3. Using a national directory of hotels/motels, list one hotel and its services for the following cities:
    a. Washington, D.C.
    b. Columbus, Ohio
    c. Pittsburgh, PA
4. Submit your lists to your instructor.

STUDENT COMPETENCY SHEET

EVALUATION:

ITEMS NEEDED:

Hotel-Motel Directories, Telephone Book

TASK:

Give Locations of Other Hotels-Motels and Their Services

STANDARD:

Location to include city, address, and telephone number. Services to include number of units, facilities, and credit cards accepted.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE A: Math Skills

TASK 1: Add a Minimum of Six Groups of Two Columns

PERFORMANCE STEPS:

1. Define addition.
2. Align numbers.
3. Add by groups and columns.
4. Check accuracy of addition.
5. Increase speed in addition.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 3-9 in Basic Essentials of Mathematics, Part One - Revised. Complete problems 1 and 2 on pages 89.
2. Read "Addition" pages 46-47 in Clerical Office Procedures-Fifth Edition. Complete problems 1 and 3 on page 56.
3. View filmslide "Addition and Subtraction, Part 1 and 2" in Mast Learning System. View and complete problems in "Addition Practice Problems, Page 1 and 2."
4. View filmstrip/cassette "Using Addition" in Using Basic Math Skills. Complete all problems in filmstrip.
5. Read "Developing Skill in Addition," pages 4-18 in Math for Business Career - Fourth Edition. Complete problem Job 1 on page 18.

GROUP:

1. Participate in class presentation by your teacher on "Adding Columns of Figures." Complete problems given by your teacher.

STUDENT COMPETENCY SHEET

EVALUATION:

Given five addition problems, consisting of six groups of two columns, determine the correct sum for each problem, using no references.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE A: Math Skills

TASK 2: Subtract Two Figures from Three Figures

PERFORMANCE STEPS:

1. Define subtraction.
2. Align numbers to be subtracted.
3. Subtract two figures from three figures.
4. Check your answers.
5. Increase speed.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 11-15 in Basic Essentials of Mathematics, Part One - Revised. Complete problems 1-18 on page 13.
2. Read "Subtraction" pages 47-48 in Clerical Office Procedures - Fifth Edition. Complete problems 4, 5, and 6 on page 56.
3. View filmslide "Addition and Subtraction, Parts 3 and 4" in Mast Learning System. View and complete problems on filmslide "Simple Addition and Subtraction."
4. View filmstrip/cassette "Using Subtraction" in Using Basic Math Skills. Complete all problems in filmstrip.
5. Read "Subtraction" pages 36-43 in Math for Business Career. Complete problem 4 (a, b, c, d).

GROUP:

1. Attend teacher's class presentation on "Subtraction." Answer problems on chalkboard prepared by your teacher.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Prepare ten problems subtracting two figures from three figures. Exchange your problems with a classmate, complete and return for checking.

EVALUATION:

Given five subtraction problems consisting of two figures from three figures, determine the correct differences for each problem, using no references.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE A: Math Skills

TASK 3: Multiply Three Figures by Two Figures

PERFORMANCE STEPS:

1. Define multiplication.
2. Utilize multiplication table.
3. Multiply single figures by single figures.
4. Multiply double figures by double figures.
5. Check accuracy of multiplication.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study pages 16-20 in Basic Essentials of Mathematics, Part One - Revised. Complete problem 6 on page 16, problem 5 on page 18, and problem 6 on page 20.
2. Read first and second paragraphs "Multiplication" on pages 49 in Clerical Office Procedures - Fifth Edition. Complete problems prepared by your teacher.
3. View filmstrip/cassette "Using Multiplication" in Using Basic Math Skills. Complete all problems in filmstrip.
4. View filmslide "Multiplication and Division, Parts 1 and 2" in Mast Learning System. Complete all problems in filmslide.
5. Read "Multiplication" pages 22-34 in Math for Business Careers. Complete problem 2 (a, b, c, d) on page 35.

GROUP:

1. Attend class presentation on "Multiplication Table and Multiplying Larger Numbers" by your teacher. Complete teacher's prepared test.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Prepare five problems multiplying three figures by two figures, exchange with a classmate; complete their problems and return.

EVALUATION:

Given five multiplication problems, consisting of three figures, determine the correct product for each problem, using no references.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE A: Math Skills

TASK 4: Divide Three Figures by Two Figures

PERFORMANCE STEPS:

1. Define division.
2. Divide one figure by one figure.
3. Divide two figures by one figure.
4. Divide two figures by two figures.
5. Check the accuracy of division.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study pages 24-31 in Basic Essentials of Mathematics, Part One - Revised. Complete problem 25 on page 24, problem 12 on page 25, and problem 1 on page 29.
2. Complete "Practice with Division" problems 2 and 3 on page 31 in Basic Essentials of Mathematics, Part One - Revised.
3. View filmstrip/cassette "Using Division" in Using Basic Math Skills. Answer all questions in filmstrip.
4. View filmslide "Multiplication and Division, Parts 3 and 4" in Mast Learning System. Complete all problems in filmslide.
5. Read "Developing Skills in Division" pages 48-58 in Math for Business Careers. Complete problems 5 and 8 on pages 53 and 54.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Attend class presentation on "Division and Accuracy Check" by your teacher. Obtain review exercise prepared by your teacher.
2. Prepare five problems dividing three figures by two figures; exchange with a classmate; complete their problems and return.

EVALUATION:

Given five division problems, consisting of three figures divided by two figures, determine the correct answers for the problems, using no references.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE A: Math Skills

TASK 5: Change Decimals to Fractions

PERFORMANCE STEPS:

1. Define fractions and decimals.
2. Identify steps for changing decimals to fractions.
3. Check for accuracy.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read "The Meaning of Fractions and Writing Fractions" pages 33-34 in in Basic Essentials of Mathematics, Part One - Revised. Study page 67 and complete problem 1.
2. Read "Fractions and Decimals" page 52 in Clerical Office Procedures - Fifth Edition. Convert the following decimals to fractions:

   .625 .05 .125 .60 .0045 .75

3. View filmslide "Decimals, Part 3 and 4" in Mast Learning System. Answer all questions in filmslide.

GROUP:

1. Attend class presentation on "Decimals to Fractions." Complete review exercise prepared by your teacher.
2. Prepare ten decimals; exchange with a classmate and convert their decimals to fractions.

EVALUATION:

Given ten decimals, correctly change each to common fractions.

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STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE A: Math Skills

TASK 6: Change Fractions to Decimals

PERFORMANCE STEPS:

1. Define fractions and decimals.
2. Identify steps for changing fractions to decimals.
3. Check accuracy.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read "Unit 3" pages 64-67 in Basic Essentials of Mathematics, Part One - Revised. Complete problem 2 on page 67. Discuss any problems you have been having with decimals or fractions with your teacher.
2. Read "Fractions and Decimals" page 52 in Clerical Office Procedures - Fifth Edition. Change the following fractions to decimals:

   6/25 8/25 4/30 8/30 4/8 3/15

   1/3 3/40 6/50
3. Read "Choosing Decimals or Fractions" page 72 and read "Dividing Smaller Numbers by Larger Numbers" page 81, in Basic Essentials of Mathematics, Part One - Revised. Complete problem 4 on page 81.
4. View filmslide "Decimals - Parts 2 and 3" in Mast Learning System. Answer all questions in filmslide.

GROUP:

1. Attend class presentation by your teacher on "Fractions to Decimals." Complete review exercise prepared by your teacher.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Prepare ten fractions; exchange with a classmate and change their fractions to decimals.

EVALUATION:

Given six fractions, correctly change to equivalent decimals.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE A: Math Skills

TASK 7: Determine Given Percentages

PERFORMANCE STEPS:

1. Define percent.
2. Identify the steps in changing decimals to fractions to percent.
3. Check accuracy.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read "Unit 1" pages 2-23 in Basic Essentials of Mathematics, Part One - Revised. Complete problems 3, 9, 15, 21, 31, and 36 on page 23.
2. Read "Percentages" page 53-54 in Clerical Office Procedures - Fifth Edition. Complete problems 7, 9, 14, and 15 on page 56.
3. View filmstrip/cassette "Using Percentages" in Using Basic Math Skills. Answer all questions in filmstrip.

GROUP:

1. Using a newspaper, locate the following information:

   (a) League standing of professional sport teams.

   (b) Individual statistics of a professional ball player.

   (c) Advertisement containing discount price.

   Explain to the class how the league standing and the individual statistics were computed. Also, explain how the discount price was arrived. Use available resource.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Participate in teacher's class presentation "Using Percentages." Answer questions put on chalkboard by your teacher.

EVALUATION:

Given five written problems in percent, determine the correct solution for each problem.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE A: Math Skills

TASK 8: Calculate Using Electronic Calculator

PERFORMANCE STEPS:

1. Know calculator capabilities.
2. Add and subtract with an electronic calculator.
3. Multiply and divide with an electronic calculator.
4. Do decimals and percent with an electronic calculator.
5. Correct errors on electronic calculator.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Obtain from your teacher the instruction book for the calculator you are using; read the instructions and do all exercises.
2. Read pages 1-8 in Electronic and Mechanical Printing Calculator Course. Complete Jobs 1 and 2.
3. Read pages 9-12 in Electronic and Mechanical Printing Calculator Course. Complete Job 3.
4. Read pages 13-16 in Electronic and Mechanical Printing Calculator Course. Complete Job 4.
5. Complete Job 5 on pages 17-18 in Electronic and Mechanical Printing Calculator Course.
6. View filmstrip "Adding and Calculating Machines." Complete review exercise prepared by your teacher.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Attend class presentation by representative of business machine company on "Calculator." Complete review exercise prepared by your teacher.
2. Attend class with teacher-led discussion on "How to Use an Electronic Calculator."

EVALUATION:

Given a calculator and ten problems, determine the correct answer to each problem, using no references.

STUDENT COMPETENCY SHEET

UNIT I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE B: Communication Skills

TASK 1: Write Legibly

PERFORMANCE STEPS:

1. Define legible writing.
2. Organize material.
3. Draw circles, portions of circles, straight lines, connecting lines, and the alphabet (small letters).
4. Practice writing legibly.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read and complete the following activities:
    a. Using a circle, portion of a circle, and straight lines, print the alphabet.

       NOTE: Always hold the pen or pencil lightly when writing or drawing.

       EXAMPLE:

    b. Print another alphabet and join the letters with connecting lines as shown.

       NOTE: The letters b, l, k, and s need modifications.

       EXAMPLE:

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

c. Write the following sentence, using the "print tie together" method: I want to write legibly.

d. Write the same sentence legibly. (I want to write legibly.)

GROUP:

1. Participate in a teacher-led lecture and demonstration of the "print tie together" method as shown in the Individual Learning Activity.

EVALUATION:

Submit to the teacher a legible, handwritten copy using the "print tie together" method of any two paragraphs you have chosen from a book, magazine, or newspaper.

STUDENT COMPETENCY SHEET

UNIT I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE B: Communication Skills

TASK 2: Interpret Oral Directions

PERFORMANCE STEPS:

1. Listen to oral directions.
2. Ask questions to clarify, if necessary.
3. Organize directions into logical sequence.
4. Define outcome.
5. Compare outcome with original directions.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 69-75 of Communication Skills and answer questions on page 75.

GROUP:

1. Participate in a class discussion on oral directions and watch volunteer role-playing illustrations.
2. View the film, "The Bell Telephone Series on Communications."
3. Choose a partner and practice giving and receiving oral directions, using the above learning steps as a guide.
4. List three difficult directions you have received and explain method used to clarify.
5. Use an audio or video tape recorder to practice giving and receiving oral directions.

STUDENT COMPETENCY SHEET

EVALUATION:

Respond to a complex oral direction by organizing it in your own words. Then repeat the directions to the instructor or provide the instructor with an audio tape.

STUDENT COMPETENCY SHEET

UNIT I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE B: Communication Skills

TASK 3: Give Oral Directions and Explanations to Individuals

PERFORMANCE STEPS:

1. Determine needed directions.
2. Gather information.
3. Organize the information.
4. Present the directions.
5. Answer questions.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Talk to people, look in magazines, and write your opinion of how the following physical appearances affect oral communication.
    a. Posture
    b. Hands
    c. Facial expression
    d. Eye contact
    e. Body movement
    f. Grooming and dress
2. Explain in writing how you think the following speech qualities affect oral communication.
    a. Force or volume of voice
    b. Pitch or level of voice
    c. Rate or tempo of speech
    d. Enunciation
    e. Pronunciation
3. List and explain what needs to be included in an oral direction or explanation.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Think of a situation where you will need to give directions to an individual. Outline the directions you would give and identify what effect physical appearance and speech quality will have on the effectiveness of your oral directions.

5. Outline an oral direction and an oral explanation that you might need to give to your parents, friend, teacher, etc.

GROUP:

1. View film "Is Anybody Listening," Modern Talking Pictures.

2. Give an oral direction that incorporates at least five steps to your classmates and have them evaluate how well they understood your directions.

3. Participate in a group of 4 to 5 persons and give an oral direction and an oral explanation to the group. The topics are your choice. Have the other members of the group critique your directions and explanations.

EVALUATION:

Have the instructor sit down facing the class and remove one of his/her shoes. Now seat yourself with your back to the class behind the instructor and give oral directions to the instructor on how to put on the shoe correctly, following your directions. Do not assume anything.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE B: Communication Skills

TASK 4: Compose a Written Message

PERFORMANCE STEPS:

1. Determine subject of message.
2. Determine message recipient.
3. List needed information.
4. Sequence information.
5. Compose message.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Explain how the following planning steps should be used in composing a message:
    - (a) Determine purpose
    - (b) Picture the reader
    - (c) Collect information
    - (d) Outline important points logically
2. Define the following parts of a written message:
    - (a) Opening
    - (b) Body
    - (c) Closing
3. Assume you are the president of your school's youth organization and plan a written message of congratulation to John Smith, a senior at your school, for winning the state contest. Use the learning steps as a guide.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. You ordered three paper clip holders and two paper staplers from Office Equipment, Inc. When your order arrived, you received only two paper clip holders and two paper staplers. Plan a letter asking them to send you another paper clip holder. Use the learning steps as a guide.

GROUP:

1. Attend a class presentation by your instructor on how to compose a written message.
2. Participate in a group discussion with 3 or 4 students on the planning steps of preparing a message and the parts of a written message.

EVALUATION:

Without using any reference, do the following:

As chairman of the valentine dance committee, plan a letter to the Riverside Country Club asking for the cost of renting their ballroom. Write out each of the learning steps. You need this information by January 20th for a report to your organization.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE B: Communication Skills

TASK 5: Interpret Written Directions

PERFORMANCE STEPS:

1. Read written directions.
2. Ask questions to clarify, if necessary.
3. Organize directions into logical sequence.
4. Define outcome.
5. Compare outcome with original directions.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Perform direction #4 or #5 in Scope Visuals 29 in class, reading the directions to another student.
2. Using Scope Visuals 29, place transparency #1 on overhead projector and complete exercise #1. If additional practice is needed, use #2 and #8 transparencies.
3. Explain in writing the directions for asking a question on a motion following the Roberts Rules of Order.

GROUP:

1. Participate in classroom discussion in problems encountered when interpreting written directions.
2. Write a message giving directions, then whisper the message to another student having that student relay the message until five students have heard and relayed the message from the preceeding student. Now have the last student repeat the message out loud and compare it with the written directions.

STUDENT COMPETENCY SHEET

EVALUATION:

Given written directions, follow the directions and reach the desired outcome.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE B: Communication Skills

TASK 6: Interpret Charted Information

PERFORMANCE STEPS:

1. Define charts.
2. Orient a chart to yourself.
3. Determine the legend.
4. Interpret data.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Go to a local business and determine the type of charts used and their purpose.
2. Prepare a chart of weekly activities.
3. Read pages 4-7 and 10-13 in the text Everyday Reading and Writing and complete the activities on pages 8 and 9.
4. Read pages 16-17 in the text Everyday Reading and Writing and complete the activities on pages 18 and 19.

GROUP:

1. Discuss in class the number of information charts found in the school building and explain their purpose.
2. Explain to the class some of the reasons for charting information.

EVALUATION:

Prepare a chart with a legend showing your activities for one 24-hour period.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IV: Basic Skills

MODULE B: Communication Skills

TASK 7: Communicate by Telephone

LEARNING STEPS:

1. Answer phone.
2. Transfer calls.
3. Carry on conversation.
4. Conclude call.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Consult available resources and do the following:
    a. Make a list of acceptable answering and terminating procedures.
    b. Describe phone abuses.
    c. List common reasons for phoning.
    d. Explain common phone courtesy.
    e. Describe phone limitations in your home.
    f. Write out the process used to transfer calls.
    g. Demonstrate how to use the phone book.

GROUP:

1. View film "Telephone at Work," Roundtable Films.
2. View film "Telephone Usage," C & P Telephone Company.
3. View and listen to filmstrip-cassette "Thank You, Please Call Again," C & P Telephone Company.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Attend a lecture/demonstration by a telephone company representative.

5. Visit a company and watch proper phone usage. Give an oral report of your findings.

6. Using a set of business telephones from the telephone company, role-play an office or business situation with other members in your class.

7. Discuss the importance of good telephone etiquette during a teacher led discussion.

8. Compose a fictitious situation which will require the necessary elements of phone usage and role-play the situation.

EVALUATION:

Take a given telephone situation written by another student and role-play the phone usage. Have the class critique your effort.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE A: Reservations

TASK 1: Make a 6:00 p.m. Room Reservation

PERFORMANCE STEPS:

1. Record date of arrival, name, type of room, and how many days person plans to stay.

   NOTE: It is important to explain to guest that the 6:00 p.m. room reservation will be held open only until 6:00 p.m. unless other arrangements are made.

2. Record "6 p.m. Arrival" on the reservation card and person's name taking the reservation.
3. File in future reservation box.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 207-220 in Check-In, Check-Out.
2. Visit a local hotel-motel and ask to see how they handle reservations.
3. Read pages 109-111 in Front Office Procedure Student Manual.
4. Check with your instructor who will assign a problem in which you are required to make a 6 p.m. room reservation.

GROUP:

1. Participate in a class discussion and demonstration with your instructor on the 6 p.m. room reservation.
2. During student practice sessions in your school laboratory, make several 6 p.m. room reservations.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Complete the Review Quiz, pages 112-113 in Front Office Procedure Student Manual.

4. Submit your quiz to your instructor for evaluation. A minimum of eight questions must be answered correctly.

5. Observe filmstrips "Files and Filing" and "Filing, Finding and Follow-up", McGraw-Hill Text Films.

6. View film "The Strange Disappearance of Horace Golightly," Association Films, Inc.

7. Final evaluation - Perform the task while your instructor observes and rates your performance with the Checklist.

EVALUATION:

Given pen, reservation card, and reservation box, make a 6 p.m. room reservation. A 6 p.m. room reservation will include guest information, a 6 p.m. notation and be filed in future reservation box.

CHECKLIST

Unit V, Module A, Task 1

Task Make a 6:00 p.m. Room Reservation

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Record date of arrival.		
2. Record name.		
3. Type of room.		
4. How many days staying.		
5. Explain that room will be held open only until 6:00 p.m.		
6. Record 6:00 p.m. arrival on card.		
7. Record persons name taking reservations.		
8. File in future reservations.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE A: Reservations

TASK 2: Make Guaranteed Room Reservation

PERFORMANCE STEPS:

1. Record name, date of arrival, number in party, kind of room and how many days.
2. Record kind of credit card and number on it or complete address of person making reservation and phone number.
3. Record name of person taking reservation on reservation card and place in future reservation box.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Check-In, Check-Out pages 221-236.
2. Visit a local hotel-motel and ask how they handle guaranteed room reservations and forecasting.
3. Read Front Office Procedure Student Manual, pages 121-123.
4. Check with your instructor who will assign a problem in which you are required to make a guaranteed room reservation.

GROUP:

1. Attend a class discussion on the guaranteed room reservation.
2. Observe a demonstration by your instructor or another student on making a guaranteed room reservation.
3. Make several guaranteed reservations during laboratory practice.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Demonstrate to your teacher, the steps in this task by doing the task while being observed.

5. Complete the Review Quiz, pages 124-125, Front Office Procedure Student Manual. Submit answer sheet to instructor.

6. For your task evaluation, perform the task while your instructor observes and completes the performance Checklist.

EVALUATION:

Given pen, reservation card, and reservation box, make a guaranteed room reservation. Guaranteed room reservation will include guest information and method of payment.

CHECKLIST

Unit V, Module A, Task 2

Task Make Guaranteed Room Reservation

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Record name.		
2. Date of arrival.		
3. Number in party.		
4. Kind of room.		
5. How many days.		
6. Record kind of credit card and number or complete address of person making reservation and telephone number.		
7. Record name of person taking reservation.		
8. File in future reservation file.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE A: Reservations

TASK 3: Cancel Room Reservation

PERFORMANCE STEPS:

1. Obtain guest's name, date of arrival and type of accommodations.
2. Inquire whether or not to book for another date.
3. Cancel reservation by pulling reservation and card for date required.
4. Time stamp reservation card and initial it.

   NOTE: Current lodging industry practice suggests the emergency of a cancellation numbering system to prevent prospective guest from being billed for a "no-show."

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read the Performance Steps for canceling room reservations.
2. Check with your instructor who will assign a problem in which you are required to cancel a room reservation.

GROUP:

1. Participate in a class discussion on canceling room reservations.
2. During simulated laboratory practices, cancel several room reservations.
3. Evaluation - Ask your instructor to observe and complete the Checklist while you cancel a room reservation.

STUDENT COMPETENCY SHEET

EVALUATION:

Given a pen and reservation file, and other related equipment, cancel a room reservation. Canceled reservation will be removed from file.

CHECKLIST

Unit V, Module A, Task 3

Task Cancel Room Reservation

Student ______________________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Obtain guest's name, date of arrival and type of accommodations.		
2. Ask if you may book a reservation for a future date.		
3. Cancel reservation by pulling reservation card for date required.		
4. Time stamp reservation card and initial it.		
5. File with canceled reservations.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE A: Reservations

TASK 4: Make Advance Reservation at Other Inns

PERFORMANCE STEPS:

1. Ask guest if advance reservation is desired.
2. If yes, determine city, Inn name, date, number of days, number in party, kind of room, and arrival time.
3. Contact reservations at other Inn.
4. State reservation request information.
5. Inform guest of reservation status.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps for this task.
2. Check with your instructor who will assign a problem in which you are to make reservations at other Inns.

GROUP:

1. Participate in a class discussion on making advance reservations at other Inns.
2. Watch and listen as your instructor or a student demonstrates the task.
3. Practice the task with another student several times in role-playing situations. Alternate roles of clerk and guest.
4. Complete the task while being evaluated with the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given a pen, reservation card information and telephone or teletypewriter, make advance reservation for guest at another Inn. Reservation to be confirmed and 100% accurate with guest's request.

CHECKLIST

Unit V, Module A, Task 4

Task Make Advance Reservation at Other Inns

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Ask guest if advance reservation is desired.		
2. Determine city, Inn name, date, number of days, number in party, kind of room and arrival time.		
3. Contact reservations at other Inns.		
4. State reservation request.		
5. Inform guest of reservation status.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE A: Reservations

TASK 5: Prepayment of Future Reservations

PERFORMANCE STEPS:

1. Receive prepayment of future reservation.
2. Prepare a guaranteed room reservation according to task V-A-2.
3. Flag (by color or other property policy) the paid in advance reservation.
4. Mark the amount of deposit on reservation card.
5. Enter deposit into records according to property policy.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 53, 131-132, 174, 198, and 215-218 in Check-In, Check-Out.
2. Study the Performance Steps.
3. Write a one-page description of possible problems in processing prepayments of reservations. Start with receipt of the deposit and conclude with guest check-out. Turn your paper into your instructor for evaluation.

GROUP:

1. Listen to a presentation by your teacher on prepayment of future reservations.
2. Take part in class discussion of alternatives for processing prepaid reservations.
3. Observe a demonstration by your instructor on processing prepaid reservations.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Return the demonstration during student practice.
5. Practice the task during simulated front office situations.
6. Have your instructor evaluate your performance by observing you and using the Checklist.

EVALUATION:

Given pen, reservation card and a paid in advance reservation deposit and request, complete a prepaid future reservation. Reservation will include all guest information and amount of deposit. Reservation will be flagged to indicate prepayment.

CHECKLIST

Unit V, Module A, Task 5

Task Prepayment of Future Reservations

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Receive prepayment of a future reservation.		
2. Prepare a guaranteed room reservation according to task V-A-2.		
3. Flag (by color or other property policy) the paid in advance reservation.		
4. Mark the amount of deposit on reservation card.		
5. Enter deposit into records according to property policy.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE B: Guest Registration

TASK 1: Register Guests

PERFORMANCE STEPS:

1. Determine if guest has previously made a reservation.
2. Request guest to complete registration card providing full name, address, number in party, how many nights room is required, what type of room needed, and type of payment.

   NOTE: Check carefully the legibility of the registration card; it is very important.
3. "Time-stamp" folio and registration card.
4. Pull room card from room rack, pick up appropriate key.

   NOTE: If guest pays by credit card, desk clerk signs registration card and prints credit card or collects cash in advance and obtains identification.
5. Direct guest to room.
6. Place folio in tray (or bucket) behind room number.
7. Place registration card in room rack board.
8. Send carbon copy to switchboard operator.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 27-50 in Check-In, Check-Out.
2. Visit a local hotel-motel and observe how they register guests.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Read Front Office Procedure Student Manual pages 7-20.

4. Listen to the following audio tapes: Foster-Stephens, Inc.

   a. "Challenge of Your Job" (How personnel treat guests)

   b. "Importance of Following Through on Special Requests"

   c. "Selling Up or Down"

   d. "Sneak-Ins and Sneak-Outs"

   e. "Turning Away a Customer"

   Check with your instructor who will assign a problem in which you are required to register in guests.

GROUP:

1. Participate in a class-lecture-discussion with your instructor and class on guest registration.

2. Watch and/or participate in a demonstration of guest registration by your instructor or another student.

3. Listen to a guest speaker (front office manager) discuss guest registration.

4. Study the Performance Steps for guest registration with another student. Repeat the steps orally while the other student checks your statements with the Checklist.

5. In the school laboratory, practice registering guest while role playing the front office clerk. Practice several times in rotation with other students.

6. Complete review quizzes pages 13-14 and 19-21 in Front Office Procedure Student Manual. Present your quiz to your instructor for evaluation. A minimum of 8 of the questions on each quiz must be answered correctly.

7. In a simulated guest registration in the school laboratory for evaluation, register guests while your instructor observes and rates your performance with the Checklist.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

8. Complete Progess Test One in Front Office Procedure Manual, pages 22-25. Submit your test to your instructor for evaluation.

EVALUATION:

Given a registration card, rack, key, credit card machine, and cash register, register in a guest. Registration card must include guest's information, room requirements, and type of payment.

CHECKLIST

Unit V, Module B, Task 1

Task Register Guests

Student ____________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine if guest has a reservation.		
2. Request guest to complete registration card - all information.		
3. Check registration carefully for legibility.		
4. Time-stamp folio and registration card.		
5. Pull room card from room rack. Pick up appropriate key.		
6. If guest pays by credit card, clerk signs registration card and imprints credit card and obtains identification.		
7. If guest pays by cash, collect cash in advance.		
8. Direct guest to room.		
9. Place folio in tray (or bucket) behind room number.		

CHECKLIST

Unit V, Module B, Task 1

Task Register Guests

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
10. Place registration card in room rack board.		
11. Send carbon copy of registration card to switchboard operator.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE B: Guest Registration

TASK 2: Block Rooms for Incoming Guests

PERFORMANCE STEPS:

1. Obtain reservation file for specified day.
2. Review room accommodation requests.
3. Block rooms according to reservation requests.
4. Continue room assignment for additional guests according to availability of rooms.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Check-In, Check-Out pages 51-82.
2. Review the Performance Steps for this task.
3. Read Front Office Procedure Student Manual pages 29-41.
4. Visit a local hotel-motel and observe how a rack system is operated.
5. List the various racks used by hotels and explain the use of each. Turn in your work as a written assignment.

GROUP:

1. Participate in a lecture discussion by your instructor and class on room assignment, hotel racks and using hotel racks.
2. Observe a demonstration by your instructor on blocking rooms for incoming guests.
3. In laboratory practice do the task as a demonstration for your teacher to show that you understand the task.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Practice with other students in simulated situations the blocking of rooms and registration of guests. Alternate roles and repeat the practice sessions.

5. Complete review quizzes pages 33-34, 40-41, and 46-47, Front Office Procedure Student Manual. Turn in completed quizzes for evaluation.

6. For your task evaluation, complete the task while your teacher observes and rates your performance with the Checklist.

EVALUATION:

Given pen, reservation file, diagram of available property room accommodations and room racks, block rooms for incomiing guests. Room blocking will be 100% accurate to provide guests with accommodations requested and reserved.

CHECKLIST

Unit V, Module B, Task 2

Task Block Rooms for Incoming Guests

Student ______________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Obtain reservation file for specified day.		
2. Review room accommodations requested.		
3. Block rooms according to reservation requests.		
4. Continue room assignment for additional guests according to availability of rooms.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE B: Guest Registration

TASK 3: Inform Guests of Property Services

PERFORMANCE STEPS:

1. Inform guests of available services.
2. Inform guests of hours services are available.
3. Inform guests of location of services or telephone number for service.

   NOTE: Possible services include: restaurants, snack-bar, room service, laundry and dry cleaning service, ice, transportation, housekeeping, and maintenance.

4. Information to be given in a friendly, courteous manner.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps.
2. Determine the available property services at two hotels-motels in your community. List these services and turn the list into your instructor.
3. Study the Checklist which will be used to evaluate your performance on this task.

GROUP:

1. Discuss with your teacher the importance of providing accurate timely information to guests concerning property services.
2. In role-playing situations in the school laboratory inform guests of property services. Exchange roles and repeat the process.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. During a guest check-in simulation practice, have your teacher observe and evaluate your performance on this task by using the Checklist.

EVALUATION:

Given available property services and a customer inquiry, inform guest of property service. Guest is to be informed of the availability of the service requested, hours of service and location or telephone number for contacting the service.

CHECKLIST

Unit V, Module B, Task 3

Task Inform Guests of Property Services

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Inform guest of available services.		
2. Inform guest of hours the service is available.		
3. Inform guest of location of service, telephone number or person to contact.		
4. Information given in a friendly, courteous manner.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE B: Guest Registration

TASK 4: Find Rooms for Customers When Property is Full

PERFORMANCE STEPS:

1. Contact other comparable lodging in your area to determine availability of rooms.
2. Inform other properties of unaccommodated guest's name, kind of room required, and estimated time of arrival.

   NOTE: A good rule to follow is to inform guest of price-range of accommodations secured.
3. Direct guest to area lodging in which a reservation has been obtained and thank customer for stopping at your property.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Checklist and Performance Steps for this task.
2. Identify area properties near your location with comparable service to which you could refer guests when property is full.
3. Check with your instructor who will assign a simulated "room search for an unaccommodated guest situation" in which you are required to contact lodging properties for a room.

GROUP:

1. Take part in a class discussion on finding rooms for customers when the property is full.
2. Observe a demonstration of the task by your instructor or another student.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Practice the task in simulated situations in the school laboratory. Simulation may include several tasks required of a front office clerk during check-in of guests.

4. Complete this task as an evaluation exercise while your teacher observes your performance and rates you on the Checklist.

EVALUATION:

Given a simulated "Room and search for an unaccommodated guest situation," telephone, and directory of lodging properties, find a room for a "guest" when the property is "full." Area properties will have been contacted by telephone and directions given to guest.

CHECKLIST

Unit V, Module B, Task 4

Task Find Rooms for Customers When Property is Full

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Contact other comparable lodging in the area.		
2. Determine availability of rooms.		
3. Inform other property of unaccommodated guest's name, kind of room needed, and estimated time of arrival.		
4. Inform guest of price range for accommodations secured.		
5. Direct guest to the area lodging in which reservation has been made.		
6. Thank customer for stopping at your property.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE B: Guest Registration

TASK 5: Clean Work Area

PERFORMANCE STEPS:

1. Inspect work area to determine if cleaning is necessary.
2. If inspection indicates that cleaning is necessary, follow property policy and contact the housekeeping department or clean the area yourself.
3. Keep the front desk clean, tidy and free of clutter. (Remember, the guest's first impression of the property is the appearance of the front office desk).
    a. Keep all folios. vouchers, records, reports, and receipts in their proper place.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps.
2. Read pages 7-8 Front Office Procedure Student Manual.
3. Write a one-page report titled "The Importance of the First Impression in Customer Service." Turn in the report for your instructor's evaluation.

GROUP:

1. Listen to a presentation by your instructor on the clean work area.
2. Participate in a class discussion on working conditions at the front desk. Refer to your written report for ideas during this discussion.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. During simulated front office work situations, clean your work area.
4. Have your instructor evaluate your cleaning task by using the Checklist.

EVALUATION:

Given a front desk work area and dust cloth, clean the work area. Work area will be free of dust. All folios, vouchers, records, reports, receipts, etc. will be in proper places. No clutter allowed to accumulate on the service counter.

CHECKLIST

Unit V, Module B, Task 5

Task Clean Work Area

Student ____________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Inspect work area.		
2. Determine what needs cleaning.		
3. Contact housekeeping, if appropriate, and if necessary.		
4. Clean work area.		
5. Keep front desk free of clutter.		
6. Keep folios, vouchers, records, reports and receipts in proper places.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE B: Guest Registration

TASK 6: Page People Using PA System

PERFORMANCE STEPS:

1. Receive request to page someone on PA.
2. Write down name of person and message.
3. Turn microphone switch on.
4. Hold microphone close enough for good sound pickup.
5. Speak slowly and clearly into microphone, stating name of person being paged and message.
6. Repeat as necessary.
7. Turn microphone off.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps.
2. Check with instructor who will assign a simulated problem including paging people on a PA system.

GROUP:

1. Attend a presentation by your instructor on using the public address system.
2. Watch a demonstration of the task by your instructor.
3. Practice performing the task in the school laboratory.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. In simulated practice sessions in the school laboratory, page people on the PA system while serving as front office clerk.

5. Your teacher will evaluate your success by using the Checklist and observing your performance.

EVALUATION:

Given pen, paper, PA system (or simulation), and a page request, page a person on the PA (or simulation). Page announcement is to be 100% accurate in stating name and message. Words are to be pronounced slowly and clearly.

CHECKLIST

Unit V, Module B, Task 6

Task Page People Using PA System

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Receive request to page someone on the public address system.		
2. Write down name of person and message.		
3. Turn microphone switch on.		
4. Hold microphone close enough for good sound pickup.		
5. Speak slowly and clearly into microphone stating name and message.		
6. Repeat announcement as necessary.		
7. Turn microphone off.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE B: Guest Registration

TASK 7: Post Current Events Board

PERFORMANCE STEPS:

1. Check with manager to see if current events board is to be changed.
2. Compose new message to be posted, if necessary.
3. Have message approved.
4. Remove previous message from board.
5. Select necessary letters for new message.
6. Post new message on board.
7. Check all words for correct placement and spelling.
8. Place unused supplies in storage.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps for this task.
2. Visit two hotels-motels in your area and inspect the current events board. Discuss the methods used in changing the lettering on the board.
3. Given a simulated situation, compose a message for a current events board. Write your message on paper and turn it in for evaluation.
4. Prepare a poster, simulating a current events board, for display on the bulletin board in your classroom.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Participate in a class discussion on the current events board(s) used in hotels.
2. Show your poster (Step 4 above) to the class. Explain the message and purpose of the message.
3. During simulated work situations in the school laboratory, prepare additional posters to show what would be posted on the current events board.
4. Have your instructor evaluate your performance by using the Checklist.

EVALUATION:

Given current events board, letters, and a message, post the new message on the current events board. Message must be 100% accurate including word placement and correct spelling.

CHECKLIST

Unit V, Module B, Task 7

Task Post Current Events Board

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Check with manager to see if message on current events board needs to be changed.		
2. Compose new message to be posted, if necessary.		
3. Have message approved.		
4. Remove previous message from board.		
5. Select necessary letter for new message.		
6. Post new message on board.		
7. Check all words for correct placement.		
8. Place unused supplies in storage.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 1: Post Charges to Folio

PERFORMANCE STEPS:

1. Locate name and room number for designated charge.

   NOTE: It is very important to check name and room number of ticket against name and room number on folio.

2. Go to "bucket" or "tray ledger" and pull specific folio for charge to be posted.
3. Place folio in posting machine and pick up balance. Place charge in proper position in posting machine.
4. Key room number and amount of charge and enter into desired department.
5. Depress credit or debit balance key.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps for this task.
2. Observe a front office clerk post charges at a local hotel or motel.
3. Make a list, during your observation in activity 2, of the steps the front office clerk uses in posting charges.
4. Check with your instructor who will assign a problem in which you are required to post charges to a folio.

GROUP:

1. Listen and take notes during a presentation by your instructor on Posting Charges to Folios.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Watch a demonstration by your teacher on posting charges.
3. Do the task while your instructor or another student observes and assists the first time.
4. Practice the task several times then do a return demonstration for your teacher.
5. During simulated laboratory activities, practice the task as a part of the front office clerk duties.
6. Perform the task as an evaluation activity while your instructor observes and completes the Checklist.

EVALUATION:

Given posting machine, charge tray ledger (or "bucket"), post charges to folio. Charges posted to folio must be numerically accurate and in balance with posting machine reading.

CHECKLIST

Unit V, Module C, Task 1

Task Post Charges to Folio

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Locate name and room number for designated charge.		
2. Check name and room number on ticket against name and room number on folio.		
3. Pull specific folio for charge to be posted from bucket to tray ledger.		
4. Place folio in posting machine and pick up balance.		
5. Position folio in position for proper placement of charge.		
6. Key in room number, amount of charge and enter into desired department.		
7. Depress debit or credit balance key.		
8. Remove folio from posting machine.		
9. File folio in bucket or tray ledger.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 2: Balance Folio Accounts

PERFORMANCE STEPS:

1. Subtotal all debit department on the posting machine and take reading. Add these figures together to receive total debit balance.
2. Subtotal all credit departments and take reading. Add these figures together to receive total credit balance.
3. Make sure to account for any credit or debit adjustments in calculating steps 1 and 2.
4. Subtract total credit figure from total debit figure. Add difference to daily opening debit balance. This represents the net outstanding figure for that shift.
5. Run an adding machine tape on "bucket" or "tray ledger," adding all debit balances and subtracting all credit balances. Make sure to include credit card balances, inactive debits, etc.
6. Compare the figure arrived at in step 4 with the net outstanding figure. Both should be equal.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read and study the Performance Steps above and the Checklist for this task.
2. During laboratory practice, observe other students as they practice this task. Use the Checklist to follow their steps.
3. Check with your instructor who will assign a problem in which you are required to balance a folio account.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Participate in a class discussion on balancing folio accounts.
2. Observe as your instructor demonstrates the task.
3. Ask questions as necessary while comparing the teacher's demonstration to the Checklist.
4. Do a return demonstration while being observed by your instructor.
5. Practice the task several times during laboratory activity sessions.
6. Have your instructor observe your performance on the task as an evaluation by using the Checklist.

EVALUATION:

Given a posting machine, calculator, pencil and paper, balance folio accounts. The net outstanding balance must equal tray (or bucket) tally.

CHECKLIST

Unit V, Module C, Task 2

Task Balance Folio Accounts

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Subtotal all debit departments on the posting machine and take reading.		
2. Add these figures together to receive total debit balance.		
3. Subtotal all credit departments on the posting machine and take reading.		
4. Add these figures together to receive total credit balance.		
5. Make sure to account for any credit or debit adjustments in calculating balances.		
6. Subtract total credit figure from total debit figure.		
7. Add difference to daily opening debit balance. This represents the net outstanding figure for that shift.		

CHECKLIST
(Continued)

Unit V, Module C, Task 2

Task Balance Folio Accounts

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
8. Run an adding machine tape on bucket or tray ledger, adding all debit balances and subtracting all credit balances. Make sure to include credit card balances, inactive debts, etc.		
9. Compare the figure arrived at in Step 6 with the net outstanding figure. Both should be equal.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 3: Compute Average Dollar Amount Spent by Guest

PERFORMANCE STEPS:

1. Calculate total paying guests from room revenue.
2. Divide total revenue by total number of paying guests to obtain "guest average dollar-amount spent." (i.e. Total Revenue) Paying Guests.

   NOTE: If "Guest average amount spent at property" needed, then add total room revenue, food beverage revenue, sundry revenue and valet revenue and divide by total paying guests.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Check-In, Check-Out page 238, and 240-242.
2. Review the Performance Steps.

GROUP:

1. Participate in a class lecture-discussion on this task.
2. Take notes as your instructor demonstrates the solution of a sample problem on computing average amount spent by guest.
3. During laboratory practice, compute the average dollar amount spent by guest.
4. Ask your instructor to evaluate your performance on this task by using the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given paper, pencil, machine (posting machine) totals, and calculator, compute a "guest average dollar-amount spent." Figures computed must be accurate to two decimal places.

CHECKLIST

Unit V, Module C, Task 3

Task Compute Average Dollar Amount Spent by Guest

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Calculate total paying guests from room revenue.		
2. Divide total revenue by total number of paying guests to obtain "guest average dollar-amount spent."		
3. If "guest average amount spent at property" is needed, add total room revenue, food, beverage, sundry and valet revenue and divide by total paying guests.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 4: Compute Earning Rate Per Room

PERFORMANCE STEPS:

1. Calculate total rooms rented.
2. Divide total room revenue by total number of rooms occupied. (i.e. Total Room Revenues) ÷ # Rooms Rented.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review Performance Steps.
2. Check with your instructor who will assign a problem in which you are required to compute an "average room rate."
3. Ask your instructor to evaluate your work using the Checklist.

EVALUATION:

Given paper, pencil, machine (posting machine) totals, and calculator, compute an "average room rate." Figures computed must be accurate to two decimal places.

CHECKLIST

Unit V, Module C, Task 4

Task Compute Earning Rate Per Room

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Calculate total rooms rented.		
2. Determine total room revenue.		
3. Divide total room revenue by total number of rooms rented.		
4. Result is earning rate per room, to be accurate to two decimal places.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 5: Compute Posting Machine Balance on All Charges

PERFORMANCE STEPS:

1. Determine what charges is to be balanced.
2. Depress sub-total key; insert ledger sheet and hit key of department being balanced.

   NOTE: Procedures for entries/balancing will vary with different posting machines.
3. Compare machine reading with tally of charges. These totals should be equal.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study and compare Performance Steps and Checklist.
2. Check with your instructor who will assign a problem in which you are required to take a machine balance on all charges.

GROUP:

1. Discuss, in small groups, how to compute posting machine balance on all charges.
2. Observe a demonstration of the task.
3. Practice the task during laboratory activities.
4. Do a return demonstration for your instructor.
5. Perform the task as an evaluation while your teacher observes and completes the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given a posting machine and adding machine, take a machine (posting machine) balance on all charges. Posting machine reading total will be equal to total tally of charges from adding machine tape.

CHECKLIST

Unit V, Module C, Task 5

Task Compute Posting Machine Balance on All Charges

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine what charge is to be balanced (department).		
2. Depress sub-total key; insert ledger sheet and press key of department being balanced.		
3. Compare machine reading with tally (total) of charges. These totals should be equal.		
4. Repeat procedure for all departments.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 6: Verify Cash Amount in Cash Register Using Posting Machine

PERFORMANCE STEPS:

1. Count cash in drawer, including all paid out slips at beginning of each shift.
2. Take a posting machine sub-total to verify amount of cash taken in or paid out on previous shift.
3. Subtract drawer total from machine total.
4. Difference between drawer total and posting machine total will equal amount in cash drawer at beginnng of shift.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Obtain cash drawer with cash and paid-out slips. Practice counting cash amount and paid-outs and totaling the amount.
2. Read Check-In, Check-Out pages 125-142.
3. Check with your instructor who will assign a problem in which you are required to verify a cash amount in a cash register.

GROUP:

1. Participate in a class discussion on verifying cash amount in cash register.
2. Observe a demonstration of the task.
3. Practice the task in the school laboratory.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Do a demonstration of the task for your instructor.
5. Continue practice in simulated front office practice.
6. Ask your instructor to evaluate your performance by using the Checklist during observation.

EVALUATION:

Given a posting machine, adding machine, and cash drawer, verify a cash amount in a cash register (drawer). Difference between drawer total and posting machine total will equal amount in cash drawer at beginning of shift.

CHECKLIST

Unit V, Module C, Task 6

Task Verify Cash Amount in Cash Register Using Posting Machine

Student ______________________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Count cash in drawer, including all paid-out slips, at beginning of each shift.		
2. Take a posting machine sub-total to verify amount of cash taken in or paid out on previous shift.		
3. Subtract drawer total from machine total.		
4. Difference between drawer total and posting machine total will equal amount in cash drawer at beginning of shift.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 7: Verify Cash Amount in on Each Shift

PERFORMANCE STEPS:

1. Determine minimum amount of cash that is to be left in cash drawer at all times.
2. Add all currency, change, and any cash tickets together; also, take into account any paid outs for that shift.
3. Subtract minimum amount of cash from this total.
4. Sub-total paid key on posting machine.
5. Subtract from this machine reading, paid machine reading when last deposit was made.
6. Compare figure arrived at in step 3 with figure in step 5.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps and Checklist.
2. Read Front Office Procedure Student Manual pages 49-54.
3. Check with your instructor who will assign a problem in which you are required to verify cash amount turned in at the end of a shift.

GROUP:

1. Listen and take notes during a presentation by your instructor.
2. Observe a demonstration by your instructor. Use the Checklist as a reference during the demonstration.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Do the task while your instructor observes and provides assistance as needed.

4. Practice the task several times.

5. Do a return demonstration for another student or your instructor.

6. During simulated laboratory practice, do the task.

7. Perform the task while your instructor evaluates your performance using the Checklist.

8. Complete the review quiz, pages 53-54, Front Office Procedure Student Manual. Turn in your answer sheet for evaluation. A minimum of eight answers must be correct.

EVALUATION:

Given paper, pencil, posting machine, and adding machine, verify cash amount turned in on each shift. Posting machine cash reading will equal adding machine tape total of cash deposit.

CHECKLIST

Unit V, Module C, Task 7

Task Verify Cash Amount Turned in on Each Shift

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine minimum amount of cash that is to be left in cash drawer at all times.		
2. Add all currency, change, and any cash tickets together; also take into account any paid outs for the shift.		
3. Subtract minimum amount of cash from total in Step 2.		
4. Sub-total paid key on posting machine.		
5. Subtract from this machine reading, paid machine reading when last deposit was made.		
6. Compare figure arrived at in Step 3 with figure in Step 5.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 8: Post Restaurant Tickets

PERFORMANCE STEPS:

1. Locate name and room number for designated charge.
2. Pull folio from bucket.
3. Place folio in posting machine.
4. Pick-up balance.
5. Place charge in proper position in machine.
6. Key in room number, amount of charge and enter into desired department.
7. Depress balance key.
8. File folio.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps for this task.
2. Check with your instructor who will assign a problem in which you are required to post restaurant tickets.

GROUP:

1. Participate in a class presentation on posting restaurant tickets.
2. Observe a demonstration by your teacher.
3. Do that task while your teacher or another student observes and assists the first time.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Do a return demonstration for your instructor after practicing in the laboratory.

5. Ask your teacher to evaluate your performance using the Checklist.

EVALUATION:

Given posting machine, charge tray ledger (bucket), folios and restaurant tickets, post restaurant charges. Charges posted to folio must be numerically accurate and in balance with posting machine reading.

CHECKLIST

Unit V, Module C, Task 8

Task Post Restaurant Tickets

Student ____________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Locate name and room number for designated charge.		
2. Pull folio from bucket.		
3. Place folio in posting machine.		
4. Pick up balance.		
5. Place charge in proper position in machine.		
6. Key in room number, amount of charge and enter into desired department.		
7. Depress balance key.		
8. File folio.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE C: Prepare Records

TASK 9: Reproduce Records Using Copy Machine

PERFORMANCE STEPS:

1. Obtain record to be copied.
2. Turn machine on.
3. Place original copy of record in position to be copied.
4. Adjust copy controls, if necessary.
5. Press copy button.
6. Check copy for quality.
7. Adjust controls and make another copy, if necessary.
8. Continue steps 6 and 7 until acceptable copy is obtained.
9. Pick up original and copy.
10. Turn machine off.

LEARNING ACTIVITIES:

1. Review and study the Performance Steps.
2. Read the copy machine manual of operation, if available.
3. Observe someone else as they make a copy.
4. Check with your instructor who will assign a problem in which you will be required to make a copy on the copy machine.
5. Make several different copies as practice.

STUDENT COMPETENCY SHEET

EVALUATION:

Given copy machine, original records, and a need for copy(ies) of the record, reproduce the record using copy machine. Copy must be legible and without excessive dark background.

CHECKLIST

Unit V, Module C, Task 9

Task Reproduce Records Using Copy Machine

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Obtain record to be copied.		
2. Turn machine on.		
3. Place original copy or record in position to be copied.		
4. Adjust copy controls, if necessary. (Number of copies, darkness, etc.)		
5. Press copy button.		
6. Check copy for quality.		
7. If necessary, adjust controls and make another copy.		
8. Continue step 5 and 6 until acceptable copy is obtained.		
9. Pick up original and copy(ies).		
10. Turn machine off.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE D: Credit and Credit Procedures

TASK 1: Obtain Authorization on Credit Cards

PERFORMANCE STEPS:

1. Dial credit clearance number provided for your area.
2. Give credit card number, expiration date, amount of charge, and your merchant number.
3. Obtain authorization number, write in proper block on credit card slip, and initial it.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Check-In, Check-Out, pages 143-152.
2. Read pages 61-67 in Front Office Procedure Student Manual.
3. Study the Performance Steps for this task.
4. Determine the credit clearance telephone number for your area.
5. Check with your instructor who will assign a problem in which you are required to obtain an authorization for a credit card.

GROUP:

1. Participate in a lecture-discussion on credit cards and credit procedures.
2. Observe a demonstration of the task by your instructor or another student.
3. Perform the task for your instructor or another student. Have them critique your performance.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Practice the task in simulated front office exercise situations in sequence with other tasks.
5. Take the Review Quiz, pages 66-67, Front Office Procedure Student Manual. Turn in your answer sheet for evaluation. A minimum of eight questions must be answered correctly.
6. Ask your instructor to observe your performance as an evaluation by using the Checklist.

EVALUATION:

Given a telephone, credit card, charge slip, and pen, obtain authorization for a credit card. Proper credit card authorization will contain a number that guarantees property an amount for a specific charge.

CHECKLIST

Unit V, Module D, Task 1

Task Obtain Authorization on Credit Cards

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine credit clearance number for your area.		
2. Dial credit clearance number.		
3. Give credit card number, expiration date, amount of charge, and your merchant number.		
4. Obtain authorization number, write in proper block on credit card slip and initial slip.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE D: Credit and Credit Procedures

TASK 2: Make Credit Card Sales

PERFORMANCE STEPS:

1. Obtain credit card from guest.
2. Obtain authorization on the credit card sale (V-D-1).
3. If authorization obtained, imprint the card on the charge slip using imprinter.
4. Check imprint for clarity. If not legible, imprint another charge slip. Check for clarity.
5. Fill in amount of sale and other information on charge slip.
6. Have guest sign charge sales slip.
7. Give guest copy of charge sales slip.
8. File merchant copy of charge sales slip.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps.
2. Read Check-In, Check-Out, pages 101-124.
3. Read Front Office Procedure Student Manual, pages 42-48.

GROUP:

1. Participate in a group discussion of credit card sales and credit billing.
2. Observe a demonstration of making credit card sales. Refer to the Checklist while observing.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Perform the task in the laboratory with your instructor observing and critiquing your first try.

4. Practice the task in simulated laboratory exercises.

5. After practicing the task several times, ask your instructor to evaluate your performance by using the Checklist and observing.

6. Complete Review Quiz, pages 46-48 in Front Office Procedure Student Manual. Turn in your answer sheet for evaluation. A minimum of eight questions must be answered correctly.

7. Take Progress Test II, pages 55-58, Front Office Procedure Student Manual. Turn in your answer sheet for evaluation.

EVALUATION:

Given sales situation with customer wishing to pay by credit card, credit car imprinter, telephone, charge slip and pen, make a credit card sale. Credit card sale will be made 100% accurate according to Performance Steps.

CHECKLIST

Unit V, Module D, Task 2

Task Make Credit Card Sales

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Obtain credit card from guest.		
2. Obtain authorization on the credit card sale (task V-D-1).		
3. If authorization obtained, imprint the card on the charge slip using imprinter.		
4. Check imprint for clarity; if not legible, imprint another charge slip; check for clarity.		
5. Fill in amount of sale and other information on charge slip.		
6. Have guest sign charge sales slip.		
7. Give guest copy of charge sales slip.		
8. File merchant copy of charge sales slip.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE D: Credit and Credit Functions

TASK 3: Prepare Credit Card Summaries

PERFORMANCE STEPS:

1. Obtain charge summary blank form.
2. Use imprinter and service establishment plstic card to imprint name, address, and number on charge summary.
3. Count the number of charge records to be included in summary. Record the number on the form.
4. Run adding machine tape on all charge records included.
5. Record grand total of charges on summary form.
6. Date the form.
7. Have authorized person sign the summary.
8. Remove merchant's copy(ies) and file.
9. Mail credit card company their copy of summary, adding machine tape, and copies of charge records.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps.
2. Obtain a copy of the blank charge summary form. Study the form making note of locations of information required.
3. Read directions on the blank charge summary form.

GROUP:

1. Participate in a group discussion on preparing credit card summaries.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Observe your instructor or another student while they demonstrate the completion of a charge summary.
3. Practice the task in the school laboratory.
4. During simulated front office practice perform the task in sequence with other tasks.
5. Have your instructor observe your performance of the task while completing the Checklist for your evaluation.

EVALUATION:

Given pen, credit card charge summary, adding machine, charge records and envelope, prepare a credit card summary. Summary will be 100% accurate according to Performance Steps.

CHECKLIST

Unit V, Module D, Task 3

Task Prepare Credit Card Summaries

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Obtain charge summary blank form.		
2. Use imprinter and service establishment plastic card to imprint name, address and number on charge summary.		
3. Count the number of charge records to be included in summary; record the number on the form.		
4. Run adding machine tape on all charge records included.		
5. Record grant total of charges on summary form.		
6. Date the form.		
7. Have auhtorized person sign the summary.		
8. Remove merchant's copy(ies) and file.		
9. Mail credit card company their copy of summary, adding machine tape, and copies of charge records.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE E: Report Preparation

TASK 1: Compute Occupancy Report

PERFORMANCE STEPS:

1. Determine room occupancy by dividing total rooms rented by total number of rooms provided by property.
2. List on a sheet of paper, number of rooms rented, number of paying guests, total room revenue, room average (dollar/cents), guest average (dollar/cents), and room occupancy.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 243-252 in Check-In Check-Out.
2. Read pages 126-129 in Front Office Procedure Student Manual.
3. Study the occupancy report form (next page).
4. Review the Performance Checklist and occupancy report.
5. Check with your instructor who will assign a problem in which you are required to compute an occupancy report.

GROUP:

1. Attend and participate in class discussion on computing occupancy statistics.
2. Observe and take notes while your instructor demonstrates the completion of an occupancy report.
3. Solve a sample problem on completion of the occupancy report during simulated front office procedures sessions in the school laboratory.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Continue to practice the completion of the occupancy report during simulated front office procedures sessions in the school laboratory.

5. After additional practice, ask your instructor to observe you as you complete an occupancy report and evaluate your performance using the Checklist.

EVALUATION:

Given pencil, paper, machine (posting machine) totals, and calculator, compute an occupancy report. Figures computed must be accurate to two decimal places, legible, and free of errors.

DAILY OCCUPANCY REPORT

Date ____________

Room Number	Number of Guests	Room Rate	Room Number	Number of Guests	Room Rate

Total Number of Rooms Occupied __________
Total Number of Guests __________
Total Room Revenue __________
Dollar Average per Guest __________
Dollar Average per Room __________
Occupancy Ratio __________
Percent of Occupancy __________
Number of Complimentary Rooms __________
Number of Rooms in Use by Hotel __________

CHECKLIST

Unit V, Module E, Task 1

Task Compute Occupancy Report

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine total rooms rented and total number of rooms provided by property.		
2. Determine room occupancy ratio by dividing total rooms rented by total number of rooms.		
3. List number of rooms rented, number of paying guest's total room revenue on occupancy report.		
4. Calculate guest average dollars spent.		
5. Calculate percentage of occupancy.		
6. Calculate average dollars per room.		
7. Also list number of complimentary rooms used and number of rooms in use by hotel.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE E: Report Preparation

TASK 2: Complete Excessive Charges Report

PERFORMANCE STEPS:

1. Determine the credit amount allowed on accounts in "bucket" or "tray ledger." Normal limit is established by individual property.
2. List name, room number, amount, method of payment, and period of time for payment to be made.
3. Submit list to property manager.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps.
2. Read the Checklist.
3. Read "Credit Alerts" pages 145-146 in Check-In, Check-Out.
4. Write a statement on the importance of credit alerts and the excessive charges report. Submit your written report to your instructor.
5. Check with your instructor who will assign a problem in which you are required to prepare an excessive charges report.

GROUP:

1. Listen to a presentation by instructor on excessive charges.
2. Participate in a demonstration of completing the excessive charges report by completing a report during the demonstration.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Practice the preparation of excessive charge reports during laboratory exercise problems on Front Office Procedure.

4. Ask your instructor to observe and rate your performance using the Checklist.

EVALUATION:

Given a pencil, paper, tray (or bucket) ledger, and the "credit amount allowable on accounts" (as established by individual properties), complete an excessive charges report. Report list must be legible and contain no errors.

EXCESSIVE CHARGES REPORT

(ACCOUNTS OVER $100.00 TO BE VERIFIED)

Date ______________________________

Room No.	Name of Guest	Method of Payment	Period of Time for Payments and Comments	Amount

CHECKLIST

Unit V, Module E, Task 2

Task Complete Excessive Charges Report

Student ____________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine credit amount allowed on accounts.		
2. List name, room number, amount, method of payment and period of time for payment to be made.		
3. Submit list to property manager or designated person.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE E: Report Preparation

TASK 3: Compute Employee Time Worked for Payroll

PERFORMANCE STEPS:

1. Collect time cards and payroll books.
2. List names of each employee on time cards and payroll books.
3. Calculate total hours worked daily from the cards.
4. Enter the exact amount of hours worked by each employee in the payroll book beside their name.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study and compare Performance Steps and Checklist.
2. Read Check-In, Check-Out, pages 237-240.
3. Read Front Office Procedure Student Manual, pages 126-130.
4. Solve problem 1, page 127 in Front Office Procedure Student Manual. Turn in your problem for evaluation.
5. Check with your instructor who will assign a problem in which you are required to compute employee time worked for payroll.

GROUP:

1. Participate in a class discussion on computing employee time for payroll.
2. Watch a demonstration of the task.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Practice the task using a problem assigned by instructor.
4. Perform the task during laboratory practice in sequence with other tasks.
5. Request evaluation by teacher using Checklist.
6. Complete the Review Quiz, pages 131-132 in Front Office Procedure Student Manual. Submit your quiz for evaluation.

EVALUATION:

Given pencil, payroll books, time cards, and calculator, compute employee time worked for payroll in payroll books. Computed employee time worked will be 100% accurate and measure hours in quarter-hours worked.

CHECKLIST

Unit V, Module E, Task 3

Task Compute Employee Time Worked for Payroll

Student ________________ Date ________

Performance Steps	Acceptable	Unacceptable
1. Collect time cards and payroll books or report form.		
2. List names of each employee on time cards and payroll books (reports).		
3. Compute total hours worked daily from time cards.		
4. Enter number of hours worked by each employee beside their name on report form.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE E: Report Preparation

TASK 4: Prepare Housekeeping Report

PERFORMANCE STEPS:

1. Obtain housekeeper's report form.
2. Determine how many copies are to be made. (You may need carbon paper for extra copies.)
3. Place a number 1 along side each room that is rented. If they have checked out, place appropriate marking to the right of the numeral.

   NOTE: Lodging industry notations may be used; i.e., v = vacant room, o.c. = on charge, o.o.o = out-of-order, n.b. = new baggage, c/o = check-out, l.c.o. = late checkout, s.o. = stay over.
4. Check with housekeeper to report whether room is still occupied or unoccupied.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps and Housekeeping Report From (next page).
2. Read Check-In, Check-Out, pages 253-264.
3. Read Front Office Procedure Student Manual, pages 133-137.
4. Check with your instructor who will assign a problem in which you are required to prepare a housekeeping report.

GROUP:

1. Listen to a presentation on housekeeping and other hotel reports by instructor.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Observe a demonstration on preparing housekeeping reports.
3. Prepare a housekeeping report using directions given by your instructor.
4. During simulated front office situations, prepare housekeeping reports in sequence with other tasks.
5. Ask your teacher to evaluate your performance using the Checklist.
6. Take Review Quiz, pages 136-137, Front Office Procedures Student Manual. Turn in your answer sheet for evaluation.

EVALUATION:

Given a property's housekeeping report, pen and pencil, prepare a houskeeping report. Complete report must be free of errors, legible and contain the appropriate marking for a rented or vacant room.

HOUSEKEEPER'S REPORT

Date______________________

Day of Week________________

Room Number	Occupied	Vacant	Baggage	Bed Used	Comment

CHECKLIST

Unit V, Module E, Task 4

Task Prepare Housekeeping Report

Student ______________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Obtain housekeeper's report form.		
2. Determine number of copies to be made.		
3. Complete coding to indicate room status for each room.		
4. Check with housekeeper to determine whether room is still occupied or unoccupied.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE E: Report Preparation

TASK 5: Maintain Inventory of Office Supplies

PERFORMANCE STEPS:

1. List on inventory all office supplies in stock.
2. Count each item monthly and list on the inventory sheet.
3. Subtract current inventory from previous inventory to determine usage.
4. Place orders for supplies as needed.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps and Inventory Form (next page).
2. Fill out inventory form for front office supplies used in your school laboratory.
3. Visit a local hotel-motel and request a copy of their office supply inventory form. Study and compare it to the form you used in step 2.
4. While visiting in step 3, ask how often they order supplies and how often the inventory is checked.
5. Check with your instructor who will assign a problem in which you are required to prepare an inventory of office supplies.

GROUP:

1. Participate in a class discussion on maintaining an inventory of office supplies.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Observe a demonstration on using the inventory form to determine needed supplies.
3. During laboratory practice, complete the inventory as needed in learning exercises.
4. Ask your instructor to observe as you complete an inventory and evaluate your performance using the Checklist.

EVALUATION:

Given an adding machine, pencil, and a blank inventory sheet, prepare an inventory of office supplies. The inventory must include an itemized list which reflects the difference between stocked items and expended items. Actual inventory must agree with 5% of continuous inventory.

INVENTORY OF OFFICE SUPPLIES

List all supplies in stock: Date____________________

Item(s)	Number in Stock	Comments or Ordering Directions
Desk Supplies (paper clips, staples, etc.)		
Report Forms		
Vouchers		
Other Miscellaneous		

CHECKLIST

Unit V, Module E, Task 5

Task Maintain Inventory of Office Supplies

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. List on inventory form all office supplies in stock.		
2. Count each item and list on the inventory sheet.		
3. Subtract current inventory from previous inventory to determine usage.		
4. Place orders for supplies as needed.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE E: Report Preparation

TASK 6: Prepare Bank Deposits

PERFORMANCE STEPS:

1. Gather each department's deposit envelope from property "deposit drop."
2. Count each deposit and verify by placing your initials on each envelope.
3. Compile all department deposits.
4. Gather all checks and stamp "For Deposit Only" on back of each check.
5. List all checks and "total-up" amount currency, change and checks on front of deposit slip.

   NOTE: Make deposit slips in triplicate.

6. Place loose change in small envelope.
7. Place deposit slip on top with checks and currency with change under it. Wrap a rubber band around the entire deposit.
8. Take the deposit to the bank.
9. Secure receipt from the bank.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read the Performance Steps.
2. Obtain copies of materials required in evaluation task and study the deposit slip directions and blanks to be completed.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Check with your instructor who will assign you to a problem in which you are required to make a bank deposit.

GROUP:

1. Participate in a group discussion and class presentation by instructor on preparing bank deposits.
2. Observe the preparation of a bank deposit by teacher of another student. Check the items on the Checklist as you watch.
3. Complete a bank deposit problem as assigned by teacher. Ask questions and have deposit checked.
4. Prepare bank deposits as you participate in laboratory exercises.
5. Perform task for evaluation.

EVALUATION:

Provided an adding machine, pen, deposit slip book, money tray holders, keys to deposit drop, and "For Deposit" stamp, make a bank deposit. Deposit must be legible, accompanied by adding machine tape, and total of deposits equals total of receipts.

CHECKLIST

Unit V, Module E, Task 6

Task Prepare Bank Deposits

Student ________________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Gather each department's deposit envelope from property "deposit drop."		
2. Count each deposit and verify by placing your initials on each envelope.		
3. Compile all department deposits.		
4. Gather all checks and stamp "for deposit only" on back of each.		
5. List all checks and "total-up" amount of currency, change and checks on front of deposit slip.		
6. Place loose change in envelope.		
7. Place deposit slip on top with checks and currency with change under it. Place a rubber band around the entire deposit.		
8. Take deposit to bank.		
9. Secure receipt from bank.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE E: Report Preparation

TASK 7: Check Restuarant and Lounge Report

PERFORMANCE STEPS:

1. Obtain Restuarant and/or Lounge Report (Cashier's Report).
2. Verfiy date, shift, department and cashier's name on report. Check to see that blanks are filled in and legible.
3. Verify that Cashier's Report balances with deposit by cashier. Compare amounts entered on report to deposit amounts.
4. Correct report, if necessary.
5. Initial and date report verification.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps.
2. Obtain a copy of the Cashier's Report and study it.
3. Check with your instructor who will assign a problem that includes the checking of a Cash Report.

GROUP:

1. Participate in a class discussion on checking Cashier's Reports (restaurant, lounge or other departments).
2. Watch a demonstration of the checking of a Cashier's Report.
3. Check a Cashier's Report as a practice problem, ask questions and refer to Performance Steps as necessary.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Check Cashier's Reports as you do laboratory exercises.

5. Ask your instructor to observe and evaluate your performance using the Checklist.

EVALUATION:

Given pen, Cashier's Report, and deposit of money and checks, check the report. Report to be 100% accurate on all entries.

CASHIER'S REPORT

Date ____________ Shift ____________ Department ____________

Cashier ________________ Delivered to ________________

____

Bills $50.00 and over $__________
$20.00 $__________
$10.00 $__________
$ 5.00 $__________
$ 1.00 $__________

Coins 50¢ __________
25¢ __________
10¢ __________
5¢ __________
1¢ __________

Checks and Vouchers

________________ $__________
________________ $__________
________________ $__________
________________ $__________
________________ $__________
________________ $__________
________________ $__________
________________ $__________

Paid Outs

________________ $__________
________________ $__________
________________ $__________
________________ $__________
________________ $__________

Total amount of Deposit ____________

Date ________________ Checked by ________________

CHECKLIST

Unit V, Module E, Task 7

Task Check Restaurant and Lounge Report

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Obtain restaurant or lounge report.		
2. Verify date, shift, department, and cashier's name on report. Check for completeness and legibility.		
3. Verify that cashier's report balance with deposit by cashier. Compare amounts entered on report to deposit amounts.		
4. Correct report, if necessary.		
5. Initial and date report verification.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE F: Hotel-Motel Accounting

TASK 1: Balance Accounts Receivable

PERFORMANCE STEPS:

1. Balance Restaurant and Bar Accounts.
2. Balance Room Sales Account.
3. Balance account for Telephone Sales.
4. Balance City Ledger Account.
5. Balance other sales department accounts.

LEARNING ACTIVITIES:

1. Read Check-In, Check-Out, pages 189-206.
2. Listen and take notes on a presentation by instructor on the City Ledger.
3. Read pages 101-108 in Front Office Procedure Student Manual.
4. Visit a local hotel-motel and ask to see how the City Ledger account is maintained.
5. Write a report on your hotel visit stating in outline form how the City Ledger is maintained including transfers to the City Ledger. Turn in your report for evaluation.
6. Answer questions 5, 6, 7, 8, 10 on Review Quiz in Front Office Procedures Student Manual. Submit your answers to your instructor for evaluation.
7. Read Accounting Practices for Hotels, Motels and Restaurants, pages 1-28.
8. Participate in a class discussion on basic accounting principles.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

9. Complete accounting problems, pages 1-18 in Accounting Practices for Hotels, Motels and Restaurants Workbook. Ask for help from your instructor as needed. Submit your completed work for evaluation.

10. Read Accounting Practices for Hotels, Motels and Restaurants, pages 29-44.

11. Take notes and listen to presentation by instructor on Accounting for Sales.

12. Participate in class discussion and questioning session on Sales Accounting.

13. Write the answers to the accounting problems in Accounting Practices for Hotels, Motels and Restaurants Workbook, pages 19-28. If needed, request help from your instructor. Turn in completed assignment for evaluation.

14. Read pages 47-66 in Accounting Practices for Hotels, Motels and Restaurants.

15. Attend a presentation by your instructor on Accounting for Cash Receipts. Take notes and ask questions.

16. Outline the major points in the process of Accounting for Cash Receipts.

17. Do the accounting problems, pages 29-49 in Accounting Practices for Hotels, Motels and Restaurants Workbook. Request for help from your instructor if needed. Upon completion, submit completed work for evaluation.

EVALUATION:

Given pen, calculator, and accounts receivable, balance accounts receivable. Accounts are to be balanced with 100% accuracy.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE F: Hotel-Motel Accounting

TASK 2: Night Audit Report Preparation

PERFORMANCE STEPS:

1. Balance guest folios.
2. Complete folio transfers and changes.
3. Complete Front Office Cash Sheet.
4. Complete Transcript of Guest Ledger.
5. Complete Summary Transcript (Recapitulation of Guest Ledger Transcript).

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Check-In, Check-Out, pages 153-176.
2. Visit a local hotel-motel and request permission to observe the night audit procedure.
3. Read Front Office Procedure Student Manual, pages 68-71.
4. Complete the Hotel Duval Practice Set, Front Office Procedure Student Manual, pages 75-85.

GROUP:

1. Participate in a class presentation-discussion on the night audit.
2. Observe and take notes during a demonstration of night audit report preparation by instructor.
3. Perform the task in a practice problem checking with instructor or other students as necessary.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Prepare night audit reports in sequence with other tasks during laboratory practice sessions.

5. Take the Review Quiz, pages 73-74 in the *Front Office Procedure Student Manual*. Submit your answer sheet for evaluation. Discuss results with instructor.

6. Complete Progress Test III, pages 86-87 in *Front Office Procedure Student Manual*.

7. If possible, complete Optional Problems I, II, and III, pages 91-100, *Front Office Procedure Student Manual*.

EVALUATION:

Given pen, calculator, 32 folios, front office cash sheet, transcript sheet, and summary transcript, complete night audit report. Report must be 100% accurate.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT V: Perform Clerical Functions

MODULE F: Hotel-Motel Accounting

TASK 3: Accounting for Telephone Sales

PERFORMANCE STEPS:

1. Prepare or recieve telephone call voucher from switchboard (local or long distance).
2. Post charges for telephone use to guest folio immediately.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 33-34 in Accounting Practices for Hotels, Motels and Restaurants.
2. Review the Performance Steps.
3. Visit two local hotels-motels and ask how they account for local and long distance telephone class.
4. Prepare a brief presentation based on your visit.

GROUP:

1. Participate in a class discussion of accounting for telephone sales.
2. Present your report presentation to the class on your hotel visit.
3. Perform the task in laboratory practice.

EVALUATION:

Given posting machine, folios and telephone call vouchers, post charges to folio as soon as possible after receiving voucher. Posting of telephone call vouchers is to be 100% accurate.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE A: Telephone Functions

TASK 1: Receiving Incoming Telephone Calls

PERFORMANCE STEPS:

1. When phone rings, answer with property's identification.

   NOTE: An example of a friendly response would be "Good morning, thank you for calling the..... (property's name)."

2. Ask how you can help caller.
3. Answer questions, if concerning front desk. If not and guest needs another department, ring guest through to department, or guest room number.
4. Release call on phone.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review Performance Steps.
2. Check with your instructor who will assign a problem in which you are required to answer an incoming telephone call.

GROUP:

1. View the film, "Telephone Manners" (Guide for Use of the Telephone), National Education Media.
2. Participate in a class discussion on telephone use and courtesy.
3. Observe demonstration by instructor or another student.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Peactice recieving incoming calls in the school laboratory.
5. Watch the film, "How to Lose Your Best Customer Without Really Trying" C & P Telephone Company.
6. Watch film, "I Rather Like You Mr. Bell." C & P Telephone Company.
7. Ask your instructor to observe your performance and complete the Checklist as an evaluation.

EVALUATION:

Given a telephone, answer incoming telephone calls. Response to signal must be punctual and include a property's identification.

CHECKLIST

Unit VI, Module A, Task 1

Task Receive Incoming Telephone Calls

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. When telephone rings, answer with property's identification.		
2. Ask how you may help caller.		
3. Answer questions, if possible, if not, ring guest through to proper department or guest room.		
4. If person called is not available, complete telephone message form and file in letter rack.		
5. Release call on telephone.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE A: Telephone Functions

TASK 2: Use Switchboard (PBX)

PERFORMANCE STEPS:

1. When telephone rings, answer with property's identification.
2. Ask how you can help caller.
3. Answer questions, if relay call to other department, or ring guest room number.
4. Release call on system.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review Performance Steps.
2. Check with your instructor who will assign a problem in which you are required to use the switchboard.

GROUP:

1. View film, "If the Shoe Fits" C & P Telephone Company.
2. Observe a demonstration on use of the switchboard.
3. Practice receiving and relaying calls on the switchboard.
4. Watch films; "How You Talk" and "It Depends On You" C & P Telephone Company.
5. Instructor will observe your performance, upon request and complete evaluation by using the Checklist.

EVALUATION:

Given a switchboard (PBX), answer incoming telephone calls. Response to signal must be prompt and include property's identification.

CHECKLIST

Unit VI, Module A, Task 2

Task Use Switchboard (PBX)

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. When telephone rings, answer with property's identification.		
2. Ask how you can help out.		
3. Answer questions, relay call to other department or ring guest's room.		
4. Release call on system.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE A: Telephone Functions

TASK 3: Log Outgoing Telephone Calls

PERFORMANCE STEPS:

1. Take name, room number, amount of call, minutes of call, number called, and operator's number.
2. Record on long distance vouchers the above information you received from operator and include tax on call, desk clerk's name and date of call.
3. Post call amount on guest's folio.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review Performance Steps.
2. Visit a local hotel-motel and obvserve the procedure for telephone call records.
3. Check with your instructor who will assign a problem in which you are required to log an outgoing long-distance telephone call.

GROUP:

1. Participate in a discussion on records for telephone calls.
2. Observe a demonstration of the task.
3. Do the task while the instructor or another student critiques your performance.
4. Perform the task in laboratory practice in sequence with other tasks.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

5. Evaluation will consist of teacher observation and use of Checklist while you perform the task.

EVALUATION:

Given phone, long-distance voucher, pen, and guest's folio, log outgoing long-distance telephone calls. Log entry information on voucher. Guest's folio must be complete and without errors.

CHECKLIST

Unit VI, Module A, Task 3

Task Log Outgoing Telephone Calls

Student ______________________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Take name, room number, amount of call, minutes of call, number called, and operator's number.		
2. Record on long distance vouchers the information above and include tax on call, desk clerk's name and date of call.		
3. Post call amount to guest's folio.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE A: Telephone Functions

TASK 4: Log and Call Guests According to Wake-Up Schedule

PERFORMANCE STEPS:

1. Take room number of guest and time of wake up.
2. Log on wake-up sheet.
3. Set wake-up clock at time of wake up.
4. When clock goes off, call guest's room and inform them of the time.

   NOTE: When calling guests on a wake-up schedule, use a pleasant tone of voice stating the time and weather.
5. Note that guest has been called.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study Performance Steps and Checklist.
2. Obtain a copy of wake-up log sheet and study information required for form completion.
3. Secure a remind-o-clock for wake-up calls. After clock use has been demonstrated, practice setting the clock for various times.
4. Check with your instructor who will set up a simulated "wake-up" guest situation in which you are required to log and call a guest according to wake-up schedule.

GROUP:

1. Listen to audiotape "Good Morning, It's 5:00," Foster-Stephens, Inc.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Participate in a class discussion on wake-up duties of the front office clerk.
3. Observe a demonstration of the complete task.
4. Do a return demonstration for your instructor.
5. Practice the task several times.
6. In sequence with other tasks in front office practice situations, perform this task.
7. Ask your instructor to observe and evaluate your performance using the Checklist.

EVALUATION:

Given a simlulated "wake-up guest situation," a wake-up schedule, phone and clock, log and call guests according to wake-up schedule. Call to guest's room number and log entry must coincide with guest's previously requested "wake-up time."

CHECKLIST

Unit VI, Module A, Task 4

Task Log and Call Guests According to Wake-up Schedule

Student ______________________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Take room number of guest and time of wake up.		
2. Log on wake-up sheet.		
3. Set wake-up clock at time of wake up.		
4. When alarm rings, call guest's room and inform them of the time. Use a pleasant tone of voice.		
5. Note that guest has been called.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE A: Telephone Functions

TASK 5: Collect Unpaid Bills

PERFORMANCE STEPS:

1. Contact guest and inform the person of the amount that must be paid.
2. Request payment courteously and firmly.
3. Record details of the contact and guest's reply.

   NOTE: Time-stamp, initial the record of contact, and include note for follow-up if payment not made as promised.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read and study Performance Steps, Checklist and evaluation task.
2. Check with your instructor who will set up a simulated situation in which you are required to collect an "unpaid bill."

GROUP:

1. Listen to a presentation by instructor on procedures for collecting unpaid bills.
2. Observe demonstration of task.
3. Perform the task as part of front office practice sessions.
4. Request instructor to evaluate your performance using the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Provided with a simulated "unpaid bill situation," telephone, pen or pencil, and folio (ledger card), collect an unpaid bill. Upon completion of the task, a "guest" will have been contacted by telephone, a courteous request made for payment, and a record made of the contact/reply.

CHECKLIST

Unit VI, Module A, Task 5

Task Collect Unpaid Bills

Student ____________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Contact guest and inform of the amount that must be paid.		
2. Request payment courteously and firmly.		
3. Record details of contact and guest's reply.		
4. Time-stamp, initial and include note for follow-up if payment is not made on the record of contact.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE B: Cash Register

TASK 1: Ring-up Cash Sales

PERFORMANCE STEPS:

1. Take folio from tray (or bucket).
2. Place folio in register or posting machine.
3. Enter room number and "pick-up" previous balance of bill or of folio, if any.
4. Collect payment.
5. Post amount of cash sale and total.
6. Return folio to tray (or bucket).

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Compare the Performance Steps and Checklist.
2. Check with your instructor who will assign a problem in which you are required to ring-up a cash sale.

GROUP:

1. Attend and participate in a class discussion on cash sales.
2. Observe the task being demonstrated.
3. Perform the task with instructor or another student observing and correcting errors.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. During laboratory practice, do the task in sequence with other tasks.

5. Request evaluation by instructor using Checklist.

EVALUATION:

Given a folio, cash register, cash sale ticket, ring-up a cash sale. Cash amount posted on folio will equal payment received.

CHECKLIST

Unit VI, Module B, Task 1

Task Ring-up Cash Sales

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Take folio from tray (or bucket).		
2. Place folio in register of posting machine.		
3. Enter room number and "pick-up" previous balance of bill, if any.		
4. Collect payment.		
5. Post amount of cash sale and total.		
6. Return folio to tray or check guest out.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE B: Cash Register

TASK 2: Cash Checks

PERFORMANCE STEPS:

1. Explain property's policy on cashing checks using credit cards for guaranteed payment when cashing a check.
2. Explain property's maximum allowable on cashing checks.
3. Record required information, i.e., drivers license number, correct address, telephone number on check.

   NOTE: Personnel cashing checks should initial them.
4. Stamp check with credit card if available.
5. Stamp check "FOR DEPOSIT ONLY" when required.
6. Give guest money equal to amount of check.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps and compare with the Checklist.
2. Check with your instructor who will assign a problem in which you are required to cash a check.

GROUP:

1. Listen to a presentation by instructor on procedures for cashing checks.
2. Watch demonstration of task.
3. Perform task with critique given by another student or teacher.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Continue practice as part of laboratory problems.
5. Ask your instructor to evaluate your performance using the Checklist.

EVALUATION:

Given a property's maximum amount allowable policy and other necessary material, cash a check. Properly cashed check will include guest's information, credit card guarantee, restrictive endorsement, and correct amount.

CHECKLIST

Unit VI, Module B, Task 2

Task Cash Checks

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Explain property's policy on cashing checks. Request amount of check guest wishes cashed.		
2. Explain maximum allowable on cashing checks, if necessary.		
3. Examine check for completeness and acceptability.		
4. Record required information on check: Driver's license number, correct address, telephone number, and clerk's initials.		
5. Stamp check with credit card, if available.		
6. Stamp check for deposit only.		
7. Give guest money equal to amount of check.		
8. Place check in cash drawer.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE B: Cash Register

TASK 3: Ring-up Credit Sales

PERFORMANCE STEPS:

1. Remove folio from file.
2. Place folio in register.
3. Ring-up room number, previous amount of bill (if any) and then amount of charge sale and balance. (There will be a balance amount on bill because it is a credit.)
4. Place folio back in tray or bucket.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read and compare Performance Steps and Checklist.
2. Check with your instructor who will assign you a problem in which you are required to "post charge sales."

GROUP:

1. Participate in a class discussion on credit sales.
2. Observe task demonstration.
3. Do task with observer critiquing performance.
4. Practice task in laboratory exercise sessions.
5. Request evaluation by instructor with Checklist.

EVALUATION:

Given a customer folio, cash register, ticket or charge sale, "post charge sales." Charge sale must reflect same amount on all charges posted on guest folio.

CHECKLIST

Unit VI, Module B, Task 3

Task Ring-up Credit Sales

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Remove folio from file.		
2. Place folio in register.		
3. Ring-up room number and previous amount (if any).		
4. Ring-up amount of charge sale and balance.		
5. Place folio back in tray or bucket.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE B: Cash Register

TASK 4: Make Change for Customers

PERFORMANCE STEPS:

1. In response to request for change, state orally the amount guest remitted for change and denominations of change requested.
2. Place guest's remittance on cash regisger change plate.
3. Silently count out coin and paper currency as you obtain it from cash drawer.
4. Count aloud while giving change to guest (up to amount of remittance).
5. Place guest's remittance in cash drawer.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read the Performance Steps.
2. Check with your instructor who will assign you a problem in which you are required to make change.

GROUP:

1. Participate in a class discussion on making change for guests.
2. Observe demonstration of the task.
3. Perform the task while instructor or another student critiques your efforts.
4. Practice the task several times.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

5. Do the task in sequence with other tasks during laboratory practice exercises.

6. Evaluation by instructor will be by Checklist observation upon request.

EVALUATION:

Given cash register with cash drawer of money (simulated) and a request for change, make change for guest. 100% accuracy is required.

CHECKLIST

Unit VI, Module B, Task 4

Task Make Change for Customers

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. In response to request for change, state orally the amount guest remitted for change and denominatins of change requested.		
2. Place guest's remittance on cash register change plate.		
3. Silently count out coin and paper currency as you obtain it from cash drawer.		
4. Count aloud while giving change to guest.		
5. Place guest's remittance in cash drawer.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE B: Cash Register

TASK 5: Verify Cash Amount in Cash Register

PERFORMANCE STEPS:

1. Receive cash drawer.
2. Count money in drawer.
3. Fill out and sign change fund receipt (next page).
4. Install cash drawer in cash register.
5. Conduct transactions as cashier.
6. Count money in drawer.
7. Fill out and sign change fund receipt.
8. Turn in cash drawer to supervisor with cash deposit and change fund receipt.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study Performance Steps.
2. Check with your instructor who will assign you a problem in which you are required to make change.

GROUP:

1. Take part in discussion with class on verifying cash amount in cash register.
2. Watch a demonstration of the procedure.
3. Perform the task as a return demonstration for your instructor.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Practice the task with another student several times.
5. In simulated front office practice exercises, do the task as part of the duties of the front office clerk.
6. Request your instructor to evaluate your performance through observation and use of the Checklist.

EVALUATION:

Given pen, change fund receipts, cash drawer with money (simulated) and cash register, verify cash amount in cash register. 100% accuracy is required.

CHANGE FUND RECEIPT

PENNIES.............	$______	.	______¢
NICKELS.............	$______	.	______¢
QUARTERS............	$______	.	______¢
HALVES..............	$______	.	______¢
TOTAL	$______	.	______¢
$1.00...............	$______	.	______¢
5.00................	$______	.	
10.00...............	$______	.	
20.00...............	$______	.	
50.00...............	$______	.	
______________	______	.	
______________	______	.	
TOTAL	$______	.	______¢
TOTAL	$______	.	______¢

DATE ________________________________

REGISTER NO. ________________________

CASHIER'S SIGNATURE

____

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CHECKLIST

Unit VI, Module B, Task 5

Task Verify Cash Amount in Cash Register

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Receive cash drawer.		
2. Count money in drawer.		
3. Fill out and sign change fund receipt.		
4. Install cash drawer in cash register.		
5. Conduct transactions as cashier.		
6. Count money in drawer.		
7. Fill out and sign change fund receipt.		
8. Turn in cash drawer, cash deposit and change fund receipt.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE B: Cash Register

TASK 6: Disburse Petty Cash

PERFORMANCE STEPS:

1. Receive request to disburse petty cash.
2. Ask for voucher or receipt to verify the payment.
3. Check voucher or receipt for approval of authorized person.
4. If not approved, request approval.
5. Upon approval of receipt or voucher, pay-out petty cash.
6. Place voucher or receipt in cash drawer.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study Performance Steps and Checklist.
2. Check with your instructor who will assign you a problem in which you will disburse petty cash.

GROUP:

1. Attend a presentation by your instructor on petty cash.
2. Watch a demonstration by instructor or another student.
3. Do a return demonstration.
4. Perform the task while working in simulated situations in the school laboratory as a front office clerk.
5. Your evaluation on the task will be done by instructor with Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given cash register, request for petty cash, and approved voucher or receipt, disburse petty cash. Transaction must be 100% accurate.

CHECKLIST

Unit VI, Module B, Task 6

Task Disburse Petty Cash

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Receive request to disburse petty cash.		
2. Ask for voucher or receipt to verify the payment.		
3. Check voucher or receipt for approval of authorized person.		
4. If not approved, request approval.		
5. Upon approval of receipt or voucher, pay-out cash.		
6. Place approved voucher or receipt in cash drawer.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE C: Secure Guest's Valuables

TASK 1: Secure Guest's Valuables in Safe

PERFORMANCE STEPS:

1. Record guest's name, room number, and list of valuables.
2. Prepare a receipt for the guest, record person's name receiving valuables for the safe and have guest sign receipt.

   NOTE: Usually the desk clerk signs his/her name and time-stamps receipt of deposit.

3. Place valuables in safe with inventory receipt.
4. Give the guest a key, after completion of check-in.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps and Checklist.
2. Obtain a safety deposit envelope with receipts and read directions for use. Study forms and sequence of completion of receipts.
3. Observe other students as they practice the task.
4. Write a brief report on the reasons behind the prescribed procedure for securing valuables. Submit your report for evaluation.
5. Check with your instructor who will assign a problem in which you are required to secure guest's valuables in a safe.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Participate in a class discussion on securing guest's valuables.
2. Watch a demonstration of the task.
3. Do the task as a return demonstration for your instructor.
4. Practice the task as part of laboratory exercises.
5. Ask your instructor to observe you perform the task as an evaluation using the Checklist.

EVALUATION:

Given a safe box, receipt pad, pencil, and envelope, secure guest's valuables in a safe. Guest valuables must be placed in safe accompanied by an inventory/receipt.

CHECKLIST

Unit VI, Module C, Task 1

Task Secure Guest's Valuables in Safe

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Obtain safety deposit envelope with receipts.		
2. Record guest' name, room number and list of valuables.		
3. Prepare receipt for guest. Record person's name receiving valuables for safe and have guest sign receipt.		
4. Give guest deposit claim receipt.		
5. Place valuables in safe with inventory receipt.		
6. Upon request and presentation of claim receipt, remove valuables from safe.		
7. Have guest sign receipt showing return of valuables and time-stamp receipt.		
8. Give guest valuables.		
9. File signed and stamped receipt.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE D: Check-out

TASK 1: Post Final Charges to Folio

PERFORMANCE STEPS:

1. Take folio from tray (or bucket).
2. Place folio in register or posting machine.
3. Enter room number and "pick-up" previous balance of bill, if any.
4. Post any late charges to folio. (Check for last minute charges on telephone or restaurant, etc.)
5. Total account.
6. Return folio to tray or check guest out.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps.
2. Check with your instructor who will assign a problem in which you are required to post final charges to folio.

GROUP:

1. Listen to class presentation on posting final charges to folio.
2. Observe demonstration of the task.
3. Do a return demonstration.
4. Practice the task during simulated laboratory exercises.
5. Request instructor to evaluate your performance using the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given folio, tray, cash register or posting machine, and vouchers for final charges, post final charges to folio. Task requires 100% accuracy.

CHECKLIST

Unit VI, Module D, Task 1

Task Post Final Charges to Folio

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Take folio from tray (or bucket).		
2. Place folio in register or posting machine.		
3. Enter room number and "pick-up" previous balance of bill, if any.		
4. Post any late charges to folio.		
5. Total account.		
6. Return folio to tray or check guest out.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VI: Perform Customer Service Functions

MODULE D: Check-out

TASK 2: Check Guests Out

PERFORMANCE STEPS:

1. Ask guest for room number and room key, and name.
2. Take folio out of tray (or bucket).

   NOTE: Check to see if any late charges have been made and if so, post on folio. Ask guest if charges have been made from dining room or for long distance calls or local calls.

3. "Ring-up" total amount of bill if paying cash or "ring-up" total if using credt card (a "c.c.") on register.
4. Complete credit card (a "c.c.") voucher or collect cash.

   NOTE: Credit card voucher should be correct form for the particular credit card.

5. Ask guest if you make make them a future reservation (a "resv").
6. File credit card folio or cash folio in designated place.
7. Pull registration card out of room rack and "time-stamp" it on back when guest leaves.
8. Give card to switchboard operator.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Compare the Performance Steps and Checklist.
2. Write a brief report on the importance of efficiency and accuracy during check-out. Discuss from guest's point of view first and from property management view second.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Check with your instructor who will assign a problem in which you are required to check a guest out.

GROUP:

1. Participate in a group discussion on the check-out process.
2. In small groups, discuss potential problems of check-out and alternative solutions.
3. Observe a demonstration of the task.
4. Do the task with instructor or another student observing and critiquing your first attempt.
5. Practice the task in simulated front office situations in the school laboratory.
6. Have instructor evaluate your performance using the Checklist.

EVALUATION:

Given a folio, cash register, room rack board, phone rack board, phone name rack, credit card, pen and vouchers, check out guest. Performance will be rated using the attached Checklist. Learner must be rated acceptable on all items listed.

CHECKLIST

Unit VI, Module D, Task 2

Task Check Guests Out

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Ask guest for room number, key and name.		
2. Remove folio from tray.		
3. Check for late charges.		
4. Ring-up total amount of bill.		
5. Complete credit card voucher or collect cash.		
6. Ask guest if you make make a future reservation.		
7. Give customer receipt.		
8. File folio in designated place.		
9. Pull registration card from room rack and time-stamp on back.		
10. Give card to switchboard operator.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VII: Emergency Functions

MODULE A: Emergency Procedures

TASK 1: Call Fire Department

PERFORMANCE STEPS:

1. Determine need to call fire department (according to company policy).
2. Refer to list of emergency telephone numbers (if available).
3. Find fire department number or emergency alert number for your area or dial "O" Operator if emergency numbers are not available.
4. Dial number.
5. Give information on fire and exact location of business including city and name of business.

   NOTE: Location and telephone number should be given first in case your telephone connection is cut off.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps.
2. Using local telephone directory, prepare a list of emergency telephone numbers. Include on list area emergency call number, if available.
3. Read information in telephone directory on placing emergency calls.
4. Check with your instructor who will assign a problem in which you are required to call the fire department (simulated).

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Listen to a presentation by instructor on procedures for calling fire department in an emergency.
2. Discuss in small groups, various decisions that must be made in deciding to call the fire department.
3. Observe a demonstration of the task (simulated).
4. Perform the task while being checked by another student or your instructor.
5. Do the task during laboratory practice.
6. Request check-out on the task by your instructor using the Checklist.

EVALUATION:

Given telephone, emergency telephone numbers and a simulated fire situation, call fire department. Call must be made quickly, calmly and exact location given incluidng name of business and city.

CHECKLIST

Unit VII, Module A, Task 1

Task Call Fire Department

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine need to call fire department (according to company policy).		
2. Refer to list of emergency telephone numbers (if available).		
3. Find fire department number or emergency alert number for your area or dial "0" operator if emergency numbers are not available.		
4. Dial number.		
5. Give information on fire and exact location of business including city and name of business.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VII: Emergency Functions

MODULE A: Emergency Procedures

TASK 2: Use Fire Extinguisher

PERFORMANCE STEPS:

1. Decide to use fire extinguisher or call fire department if fire is too large for the fire extinguisher.
2. Obtain nearest fire extinguisher that is suitable (proper classification) for the type of fire to be extinguished.
3. Prepare extinguisher for use (usually removing a pin or lifting a level or handle).
4. Point nozzle or hose opening at fire and begin release of contents.
5. Move nozzle about to cover entire base of fire with extinguishing material.
6. Check to make sure fire is out.
7. Report fire to authorized person.
8. Turn fire extinguisher in for replacement or recharging.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps.
2. Read Information Sheet VII-A-2.
3. Inspect several fire extinguishers at your school and make a list of classifications (A, B, C or combinations).
4. Using the list from Activity 3, write after each classification of extinguisher the types of fires it could be used on safely.
5. Check with your instructor who will assign a problem in which you are required to use a fire extinguisher.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Participate in a class discussion on using fire extinguishers.
2. Listen to a guest speaker from a local fire department. Presentation to include (if possible) types and classes of fire extinguishers, etc., and a demonstration of actual use.
3. Observe the simulated use of a fire extinguisher by instructor.
4. Practice simulated use of fire extinguisher.
5. Ask your teacher to evaluate your simulated use of a fire extinguisher by using the Checklist during observation.

EVALUATION:

Given fire extinguisher and simulated fire, simulate use of fire extinguisher. All steps on Checklist to be 100% accurate in simulation.

INFORMATION SHEET

Class A - fires in wood, paper rubbish	Class A - contains water or dry chemical
Class B - fires in vapors over flammable liquids such as oil, paint, gasoline, etc.	Class B - contains dry chemical or carbon dioxide Caution: Do not use solid stream of water.
Class C - fires in or near electrical equipment or wires	Class C - contains dry chemical, carbon dioxide or compressed gas. Caution: Do not use solid stream of water.

Many modern fire extinguishers are designed for use in any class fire and are rated as A, B, C indicating safe use in Class A, B, or C fires.

CHECKLIST

Unit VII, Module A, Task 2

Task Use Fire Extinguishers

Student ____________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Decide to use fire extingisher or call fire department if fire is too large for extinguisher.		
2. Obtain nearest fire extinguisher that is suitable (proper classification) for the type of fire to be extinguished.		
3. Prepare extinguisher for use.		
4. Point nozzle at base of fire and begin release of contents.		
5. Move nozzle about to cover entire base of fire with extinguishing material.		
6. Check to make sure fire is out.		
7. Report fire to authorized person.		
8. Turn fire extinguisher in for replacement or recharging.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VII: Emergency Functions

MODULE A: Emergency Procedures

TASK 3: Call Emergency Medical Service

PERFORMANCE STEPS:

1. Determine need to call for emergency medical service.
2. Refer to list of emergency telephone numbers (if available).
3. Find emergency medical number or emergency alert number for your area or dial "0" operator if emergency numbers are not available.
4. Dial number.
5. Give information on emergency, exact location of business including name of business and city.

   NOTE: Give location and telephone number first in case telephone connection is interrupted.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Checklist for this task.
2. Obtain the list of emergency telephone numbers developed in Task VII-A-1.
3. Check with your instructor who will assign a problem in which you are required to call for emergency medical service.

GROUP:

1. Participate in a class discussion on emergency medical situations occurring in the hotel-motel industry.
2. Listen to a guest speaker from a local emergency medical rescue unit present services available and procedures followed in emergency medical service.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Perform the task (simulated) with another student or instructor checking your steps.
4. Practice the task in simulated front office exercise situations.
5. Request your instructor to check your performance using the Checklist.

EVALUATION:

Given telephone and simulated emergency medical situation, call emergency medical service. Call must be made quickly, calmly, and exact location given including name of business and city.

CHECKLIST

Unit VII, Module A, Task 3

Task Use Fire Extinguishers

Student ______________________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Determine need to call emergency medical service.		
2. Find emergency medical number or other emergency number.		
3. Dial number.		
4. Give information--location, name of business, city and type of emergency.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VII: Emergency Functions

MODULE A: Emergency Procedures

TASK 4: Call Police Department

PERFORMANCE STEPS:

1. Determine need to call police department (according to company policy).
2. Refer to list of emergency telephone numbers, if available. If not, dial "0" or area emergency alert number.
3. Dial number.
4. Give information - exact location including name of business and nature of problem.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review Performance Steps.
2. Check with your instructor who will assign a problem in which you are required to call the police department (simulated).

GROUP:

1. Listen to audiotape, "Pools, Police and Other Problems" (Be prepared for touble) Foster-Stephens, Inc.
2. Participate in a class discussion on problems at hotels-motels requiring calls for police.
3. Practice the task having another student critique your performance.
4. Ask your teacher to observe and evaluate your completion of the task.

STUDENT COMPETENCY SHEET

EVALUATION:

Given telephone and simulated emergency situation requiring police, call police department. Call will be made quickly, calmly. Name, location of business and problem will be given.

CHECKLIST

Unit VII, Module A, Task 4

Task Call Police Department

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine need to call police department.		
2. Refer to list of emergency telephone numbers.		
3. Dial number.		
4. Give information including exact location, name of business, and nature of the problem.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VII: Emergency Functions

MODULE A: Emergency Procedures

TASK 5: Provide Emergency Medical Treatment

PERFORMANCE STEPS:

1. Determine that emergency medical treatment is needed.
2. Call emergency medical service, if not trained as an emergency medical technician. If trained in emergency medical treatment, provide emergency service.
3. If not trained in emergency medical care, provide minor first-aid until emergency team arrives.

   NOTE: If your place of employment is at a resort or state park in an isolated area, you should seriously consider taking emergency medical technician training.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review Performance Steps.
2. Visit a station providing emergency medical service and interview a technician on the question of providing care yourself or calling for the emergency squad.
3. Write a brief report on your visit.

GROUP:

1. Present your report to the class orally. Discuss each report and alternative solutions in various situations.
2. Listen to a guest speaker (a medical doctor or lawyer) presentation on possible liability for providing emergency medical service.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. In simulated laboratory front office practice exercises, perform this task in sequence with other tasks.

4. Ask your instructor to evaluate using the Checklist.

EVALUATION:

Given emergency medical situation (simulated), provide for emergency medical service. Action is to be taken promptly to provide for emergency medical care.

CHECKLIST

Unit VII, Module A, Task 5

Task Provide Emergency Medical Treatment

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine that emergency medical treatment is needed.		
2. Call emergency medical service if not trained as emergency medical technician.		
3. Provide service or first aid until service arrives.		

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VIII: Employment

MODULE A: Seek and Obtain Employment

TASK 1: Write a Personal Resume

PERFORMANCE STEPS:

1. Gather all the important information about you in the following areas:
   - a. Education you have had.
   - b. Work experience you have had.
   - c. Your accomplishments or honors.
   - d. Relevant personal information.
   - e. Names of people who know what type of person you are.
2. Assemble this information in outline form as follows:
   - a. Personal information
     Name, address, telephone number, year of birth, health, height, weight.
   - b. Education and Training
     Name and address of high school, grade level completed, work-related subjects completed. If you instructor maintains a list of competencies you have mastered, include the information that such a list is available to your propective employer.
   - c. Military Service
     Branch of service, rank at time of discharge, type of duty assignments.
   - d. Employment (Work Experience)
     List in order, beginning with the most recent and going back to your first employment. List: employer, dates, job title, duties, salary, supervisor and reason for leaving. Include work done on a co-op or on a volunteer basis. Briefly describe each job you had.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

e. Awards, Licenses, Honors and Organizations
Include any honors or office held during schools years in DECA or other club activities.

f. Interests and Hobbies

g. Personal References
Names, addresses and telephone numbers of three people you feel would recommend you for employment. (Note: Always ask the person first before using someone's name.)

LEARNING ACTIVITIES:

1. If you do not already have a social security card, ask the school guidance counselor or placement officer how you can get one.
2. Develop a personal data sheet (resume) by following the steps outlined in the Performance Checklist.
   a. Use Information Sheet VIII-A-1 as a guide to assemble information, then,
   b. Write (neatly in pen) or type a personal data sheet (resume). You may use Information Sheet VIII-A-I as a guide.
3. Read "Preparing a Resume" in Merchandising Your Job Talents.
4. See and participate in Unit XI, "Resume," of Job Survival Skills Program (Singer, 1973.)

EVALUATION:

ITEMS NEEDED:

1. Paper
2. Pen or pencil
3. Typewriter (recommended

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

TASK:

Organize personal information about yourself to write a personal data sheet (sometimes called a "resume)."

STANDARD:

1. The personal data sheet will be complete.
2. The personal data sheet will be written in a neat, orderly fashion (typewritten if possible).

INFORMATION SHEET VIII-A-1

WRITE A PERSONAL DATA SHEET (RESUME)

NANCY JEAN JOBSEEKER

Personal Data:

Address: 124 Main Street
Charleston, West Virginia 25000

Telephone: (304) 123-4567

Date of Birth: August 28, 1961

Physical Condition: Excellent. Height--5'4"; Weight--125

Job Objective: Hotel-Motel Front Office Clerk

Education:

Thomas Jefferson High School 124 Independence Avenue Charleston, West Virginia 25000	Graduated 1979. Vocational education: One year (completed 1979) of Nursing Assistant program at John Quincy Adams Vocational Center
James Madison Junior High School 248 Independence Avenue Charleston, West Virginia 25000	Attended 1973-1976
James Monroe Elementary School 400 Independence Avenue Charleston, West Virginia 25000	Attended 1967-1973

Work Experience:

Employer: Benjamin Franklin Hotel
489 Revolutionary Street
Charleston, West Virginia

Dates: June, 1978 - September, 1978
July, 1977 - September, 1977
(Cooperative Education Work Experience)

Job Title: Front Office Clerk

Duties: Reservations, guest check-in and check-out

Salary: $2.85 per hour

INFORMATION SHEET VIII-A-1 (Continued):

Supervisor:	Mrs. Bess Truemann
Reason for Leaving:	Return to school

Awards, Honors and Organizations:

Distributive Education Clubs of American (DECA)
  Chapter Reporter (1978-79)
  Participant, State Leadership Workshop (1979)
  House of Delegates, State Leadership Conference (1978)
Student Council Representative--James Madison Junior High School (1975-76)

Interests and Hobbies:

Reading, jogging, bowling

References:

Mrs. Bess Truemann
Benjamin Franklin Hotel
489 Revolutionary Street
Charleston, West Virginia 25000 (304-347-0000)

Mrs. Nancy Carter
Hotel-Motel Occupations Instructor
John Quincy Adams Vocational Center
111 Mt. Vernon Road
Charleston, West Virginia 25000 (304-000-3470)

Mr. Lyndon Jackson
126 Main Street
Charleston, West Virginia 25000 (304-123-3456)

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VIII: Employment

MODULE A: Seek and Obtain Employment

TASK 2: Complete a Job Application

PERFORMANCE STEPS:

1. Read the application form carefully before filling it out.
2. Refer to your Personal Data Sheet (Resume). Fill out all the blanks as they apply to you.
3. Draw a short line in the blanks that do not apply, or write N/A (not applicable).
4. Either print or write, as directed. (NOTE: Never use both.)
5. Use either a pen or a clear-writing pencil. (NOTE: Never use both.)
6. Do not use abbreviations.
7. Be neat, accurate and honest with all information.
8. Always write your signature.
9. Do not write in the blanks that are to be used by the company.

LEARNING ACTIVITIES:

1. Locate the following information needed to successfully complete a job application form: (See Information Sheet VIII-A-2)

   a. Personal Data
      (1) Date of Birth (DOB)
      (2) Place of Birth (POB)
      (3) Social Security Number (SSN)
      (4) Telephone number, including area code

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

   (5) Residence, including ZIP Code
   (6) Marital status (if listed)
   (7) Picture (if requested)

b. Educational Information
   (1) High School and college
   (2) Courses taken
   (3) Class rank
   (4) Co-Curricular activities
   (5) Extra-curricular activities
   (6) Special awards and recognitions

c. Military Information

d. Previous Employment

2. Read and learn the terms listed on Information Sheet VIII-A-2a ("Terms to Know to Fill Out a Job Application.)" Discuss these terms with your class.

3. Take the self-check test supplied by your instructor. (See Self-Check Test VIII-A-2).

4. Practice completing an application for employment (Information Sheet VIII-A-2).

5. Fill out a different application form provided by your instructor or an employer. Use the Performance Checklist whenever needed.

6. See and participate in Unit XII, "Packaging Your Skills: Application" in Job Survival Skills Programs, Singer Career Systems, Rochester, NY, 1973.

EVALUATION:

ITEMS NEEDED:

1. Your Personal Data Sheet

2. Job application form

3. Ballpoint pen or pencil

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

TASK:

Complete the application form.

STANDARD:

1. The directions printed on the application form will be completed with 100% accuracy.
2. All information filled in on the application will be spelled correctly.
3. The completed application will appear in a neat form.
4. THe completed application must be approved by your instructor.

INFORMATION SHEET VIII-A-2

APPLICATION FOR EMPLOYMENT

Personal Information

Print Name Mr. Ms.

Last First Middle

Address:

No. and Street

City State Zip Code

Telephone: / / Social Security No. - -

Area Code No.

Is Your Age (check one) Under 18___ 18-65____ over 65____

Are you a citizen of the U.S.A? ___yes ___no

If you are not a citizen of the U.S.A., do you have a legal right to remain permanently in the U.S.? ____yes ____no

==

Job Interest

Position Desired: Date Available:

Wages or salary expected $ per Hr. Wk. Mo.

Other Work For Which You are Qualified

Willing to Work Night Shift yes no

Have You Ever Applied for a Security Clearance? yes no

Have You Ever Been Granted a Security Clearance? ____yes ____no

Type of Clearance Granted?

==

U.S. Military History

Branch Date Entered / / Date Discharged / /

Rank When Discharged

Armed Forces Reserve Branch or National Guard Active Inactive

List Any Special Skills Acquired While in U.S. Armed Forces

502A 100

INFORMATION SHEET VIII-A-2 (Continued):

Educational Background

School Name and Address of School. Include Grade School, High School, Trade School, College or Business School, Night School, Correspondence School, Other	Dates of Attendance From	 To	Diploma Degree of Certificate	Course of Speciality

School Activities

Sports: Student Government: List Others

Clubs or Fraternities (Sororities): List Offices

Honorary Clubs:

Academic Honors:

==

Employment History

Please Cover Employment for Past 10 Years, Including U.S. Military

Date	Name & Address Employer	1. Job Title 2. Department 3. Name of Supervisor	Describe Major Duties	Wages	Reason For Leaving
From ________________ Mo.Yr. To ________________ Mo.Yr.		1. 2. 3.		Start $__per Final $__per	

INFORMATION SHEET VIII-A-2 (Continued):

References

Please Give Professional and Personal References

Name (First,Middle,Last)	Address (St.,City,State)	Occupation (Positions or Title)

Pre-Employment Statement

I voluntarily give this Company the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies or corporations supplying such information.

I consent to taking the pre-employment physical examination and such future physical examinations as may be required by the Company. I agree to wear or use protective clothing or devices as required by the Company and to comply with the safety rules.

If employed by the Company, I understand that this employment is subject to the security policies of the Company. I futher understand that if the position for which I am hired requires access to classified information and I am not able to obtain a security clearance, I will not be allowed to work in this position. My employment with the Company in a position not requiring security clearance depends upon the existence of such a position for which I am qualified.

I futher understand that any false answers or statements made by me on this application or any supplement therein or in connection with the above mentioned investigation will be sufficient grounds for immediate discharge.

Applicant's Signature________________________________ Date________

INFORMATION SHEET VIII-A-2a

Terms to Know to Fill Out a Job Application

1. NATIONALITY--country where a person is born.
2. GUARDIAN--person in charge of the legal care of a youth.
3. MARITAL STATUS--single, married, divorced, or widowed.
4. NUMBER OF DEPENDENTS--individuals who depend upon you for their support.
5. ETHNIC GROUP--caucasian (white), negroid (black), Indian, Asian, other.
6. LIMITATIONS--health or physical condition that may hinder a person on the job.
7. CAPABILITIES--things you do well.
8. COMPENSATION--Pay for time not able to work.
9. NATURALIZED CITIZEN--a person not born in this country who has gone through the legal process to become a citizen.
10. NATURAL BORN CITIZEN--a person who is born in a country.
11. FRINGE BENEFITS--things given an employee other than money.
12. WAGE--the hourly rate of pay.
13. SALARY--monthly or yearly contract payments.
14. SUPERVISOR--someone in charge of other workers in a company.
15. EMPLOYEE--a person who works for another person or company.
16. EMPLOYER--a person or company who hires another.
17. O.A.S.I.--Old Age Survivors Insurance.
18. DEDUCTION--that which is taken from a pay check.
19. FEDERAL WITHHOLDING--tax money taken out for the U.S. Government.
20. STATE WITHHOLDING--tax money taken out for the State Government.
21. ANNUITY--a form of saving money.
22. GROSS PAY-- the total amount paid before deductions.

INFORMATION SHEET VIII-A-2a (Continued):

23. TAKE HOME PAY--the amount that is taken home.

24. MANAGEMENT--those who make decisions.

25. PERSONNEL MANAGER--person who is in charge of hiring people.

26. JOB INTERVIEW--the person-to-person contact between employee and prospective employer.

27. F.I.C.A.--(Federal Insurance Compensation Act)--money taken out for Social Security.

INFORMATION SHEET VIII-A-2

Self-Check Test

Define the following terms:

1. Nationality--______________________________
2. Guardian--______________________________
3. Marital status--______________________________
4. Number of dependents--______________________________
5. Ethnic group--______________________________
6. Limitations--______________________________
7. Capabilities--______________________________
8. Compensation--______________________________
9. Naturalized citizen--______________________________
10. Natural born citizen--______________________________
11. Fringe benefits--______________________________
12. Wage--______________________________
13. Salary--______________________________
14. Supervisor--______________________________
15. Employee--______________________________
16. Employer--______________________________
17. O.A.S.I.--______________________________
18. Deduction--______________________________
19. Federal withholding--______________________________
20. State withholding--______________________________
21. Annuity--______________________________
22. Gross pay--______________________________
23. Take home pay--______________________________

INFORMATION SHEET VIII-A-2 (Continued):

24. Management--________________________________

25. Personnel Manager--________________________________

26. Job interview--________________________________

27. F.I.C.A.--________________________________

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VIII: Employment

MODULE A: Seek and Obtain Employment

TASK 3: Prepare for a Job Interview

PERFORMANCE STEPS:

1. Write a letter of application and ask for an interview. Or, go directly to the employer and ask for an interview.
2. Secure as much information as possible about the property and its services before the interview.
3. Get a good night's sleep before the interview.
4. Before going to the interview, make sure you have taken a shower or bath, brushed your teeth, combed your hair and put on clean, neat clothes.
5. Be prompt for the interview.
6. Go alone.
7. Look pleasant.
8. Introduce yourself in a quiet, pleasant way.
9. Shake hands firmly.
10. Sit erect (if the prospective employer indicates that you should sit down.)
11. Avoid signs of nervousness (such as tapping fingers or foot).
12. Look the interviewer in the eye.
13. Be ready to describe your competencies and qualifications to the interviewer.
14. Be ready to take a performance test if the job requires it.

STUDENT COMPETENCY SHEET

PERFORMANCE STEPS (Continued):

15. Leave discussion of salary to the end of the interview.

16. Thank the interviewer before you leave.

17. Every interview should be followed up with a letter of appreciation.

LEARNING ACTIVITIES:

1. Complete the Pretest (Self-Check Test VIII-A-3).

2. Read "Letter of Application," "Planning Your Time," "Job Interview," "Testing" and "After the Interview" in Merchandising Your Job Talents.

3. Write a letter of application. (See Information Sheet VIII-A-3).

4. Develop a list of front office clerk competencies you have mastered.

5. See and participate in Unit XIII, "Interview," Job Survival Skills Program (Singer, 1973).

6. Read the following Information Sheets for this task.

   a. "Interviewing" A Skill, Not a Mystery" (Information Sheet VIII-A-3a)

   b. "Some Frequently Asked Questions During the Interview" (Information Sheet VIII-A-3b)

   c. "Things to Remember at the Interview" (Information Sheet VIII-A-3c)

   d. "Factors Which Frequently Lead to Rejection of the Applicant" (Information Sheet VIII-A-3d)

7. Before going to the interview, develop a checklist of things to ask.

8. Before going to the interview, develop a list of things to remember to tell the interviewer about yourself. Keep this in a coat pocket or wallet, but use it only when needed.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

9. Complete "Checklist to be Used Before Going for an Interview" (Information Sheet VIII-A-3e.
10. Practice with another student. Take turns being the interviewer and the applicant. Use the Performance Checklist as a guide.

EVALUATION:

ITEMS NEEDED:

1. An employer (either an actual prospective employer or another student who will act as interviewer).
2. List of competencies you have developed (or a simulated list).
3. Pen
4. List of questions to ask, things to remember at the interview.

TASK:

1. Prepare for a job interview.
2. Have a job interview (by a prospective employer or another student).

STANDARD:

Your instructor will evaluate your preparation and performance.

SELF-CHECK TEST VIII-A-3

Pretest*

1. Prior to an interview, a well-prepared applicant should:
   - a. Rely on memory to answer or fill out any questions.
   - b. Be prepared to answer questions by composing their own questions and answers.
   - c. Answer all questions "off the top of the head."

2. For the interview, an applicant should:
   - a. Wait for the interviewer to explain what the company's business is.
   - b. Not worry about the company, just be interested in a specific job.
   - c. Research the company.

3. In preparation for the interview, an applicant should:
   - a. Locate the company prior to the interview.
   - b. Leave early enough to find the company on the day of the interview.

4. Appropriate dress for an interview might be:
   - a. Blue jeans and a shirt.
   - b. Your best dress-up clothes.
   - c. Clean, neat clothes appropriate to the company and the job you're applying for.

5. When an interview is scheduled for 10:00 a.m., the applicant should:
   - a. Not worry about being ten (10) minutes late.
   - b. Be punctual.
   - c. Arrive an hour early.

6. When speaking with the interviewer, an applicant should:
   - a. Emphasize good points.
   - b. Tell the interviewer they didn't do so well in some skills or courses.
   - c. Avoid the whole truth.

7. To answer any questions an interview might ask, an applicant should:
   - a. Be honest, factual and sincere.
   - b. Make up something if they don't know the answer.
   - c. Lie if necessary to make a good impression.

SELF-CHECK TEST (Continued):

8. If asked, "What can you do?" an applicant should:

   a. Avoid saying, "I'll do anything."
   b. Tell the interviewer, "It depends."
   c. Say, "I'll do anything."

9. When speaking to an interviewer, an applicant should:

   a. Try to look the interviewer in the eye.
   b. Read the pre-written paper.
   c. Look around the room.

10. An appropriate response to end an interview might be:

    a. "Thank you."
    b. "See you later."
    c. "Please pick me."

11. If an applicant never hears from the company, they should:

    a. Never apply for another job.
    b. Tell friends never to apply there.
    c. Not be discouraged.

12. If an applicant doesn't get the job, they should:

    a. Analyze why.
    b. Forget about the interview.
    c. Blame it on the interviewer.

13. If an applicant doesn't get the job, they should:

    a. Mourn.
    b. Keep trying.
    c. Be content to be unemployed.

*No answers are provided for this self-check test. Instead, use each item as a discussion item with your instructor and class. Also, look for the correct answers as you complete the other Learning Activities for this task.

INFORMATION SHEET VIII-A-3

124 Main Street
Charleston, West Virginia 25000
September 10, 1980

Mr. James Polk
Personnel Director
ACME Hotel
253 Brownlee Road
Charleston, West Virginia 25003

Dear Mr. Polk:

In response to your ad for front office clerks in the Sunday, September 9, 1980, edition of The Charleston Post, I am enclosing a resume.

I have recently completed the Hotel-Motel Occupations program at John Quincy Adams Vocational Center, where I satisfactorily completed all the required competencies for this program.

My experiences in school and in the Front Office Clerk position at Benjamin Franklin Hotel will indicate to you that I am very much interested in a career as a Front Office Clerk. You will note also that I have had a great deal of leadership experience through DECA, which will indicate both my interest in the hospitality industry and potential to be an asset to your Hotel.

I would appreciate your consideration of me as a member of your organization. I can be contacted for an interview at 123-4567.

Thank you very much.

Sincerely,

Nancy Jean Jobseeker

Enclosure

INFORMATION SHEET VIII-A-3a

INTERVIEWING: A SKILL, NOT A MYSTERY*

I. GETTING READY FOR AN INTERVIEW

1. Figure out what you really want to do. Be specific. Make a list of exactly what you want AND of what you don't want. Look at what you've done in the past--education, summer jobs, hobbies, clubs, etc. Get help from your counselor. You've got to have some idea of what you're after.

2. Learn everything you can about the company. Read any literature you can find to learn about job openings and what they are like, company benefits, etc. Talk to people who work or have worked for the company. The more you know before the interview, the fewer unnecessary questions you'll have to ask--and the interviewer is bound to be impressed if you've "done your homework."

3. Role-play an interview with a friend, taking turns as interviewer and applicant. This way you'll know the routine of an interview and will be more relaxed when it's for real. Talk to others who have been interviewed (by the company you're applying to if possible).

4. Be fair to yourself--be sure the interviewer knows all about you and what you can do. This means learning to fill out job applications correctly. DON'T give incomplete answers. DON't fill out the application hurriedly--be sure it's neat and written as clearly as you can. Print everything but your signature. You'll do a better job of giving all the information about yourself if you take along your Personal Data Sheet (Resume). (Some company's use an information form similar to the Personal Data Sheet in addition to the job application form.)

II. WHAT INTERVIEWERS LOOK FOR

1. An interview is short. The interviewer must learn a lot about you in a very short time. The basic purpose of the interview is to exchange information to screen you from a number of other applicants. They have to decide whether the company should talk with you further and keep your name on the applicant list.

INFORMATION SHEET VIII-A-3a (Continued):

2. First impressions will be noted. The interviewer usually makes notes of the first impression, so making a good first impression is an asset to you and to the company you'd like to work for. During the interview, other general traits will also be noted: poise, ability to communicate, social skills and personality. In short, the interviewer only sees you once and the impression you leave is what the interviewer sees as a general picture of you.

3. An interviewer wants to find out exactly what you think you want and why, what kind of work you're looking for, and how interested you are in that work. Interviewers also look for career goals, drive to accomplish those goals, interest in further education, further taining and such other things as preferred location and your willingness to relocate if necessary.

4. The purpose of telling the interviewer what you've done is to help indicate if your work interests seem to match your talents. Your qualifications will be reviewed: jobs, grades, skill level, speical training, hobbies and extracurricular activities.

5. If you do seem qualified for a certain kind of work, the interviewer has to see if the company has a job area that might match your interests. If so, they'll explain the details of the work and see if you are interested and just how interested.

III. HOW TO ACT DURING AN INTERVIEW

1. Be yourself. DON'T "act." The only company you are likely to be happy working for is the one that likes you just the way you are. Very few people can play roles well enough to fool an interviewer, who has met and talked to a great many people.

2. Don't overdo it. Act porfessionally and naturally. Be on time! Be friendly, but not too casual. Be courteous. Have your thoughts and questions well organized.

3. Don't be afraid to tell the interviewer all about yourself. Don't answer questions with just a yes or no. Take this opportunity to tell about your goals and strong points. This may alert an interviewer to terrific information about you that didn't show up on the resume. Open up!

INFORMATION SHEET VIII-A-3a (Continued):

4. Tell it like it is. A lie is often an attempt to hide a problem that will only get in the way later. Be completely honest. If you have no interest in a particular kind of work or job, say so. You should be trying to screen the company too.

IV. WHAT TO EXPECT AFTER AN INTERVIEW

1. Don't expect to be hired on the spot. It's usually not the role of the interviewer to do the hiring. Interviewers only make screening decisions to determine whether the company should talk with an applicant further. By the end of the interview, most companies will try to tell you as clearly as possible what to expect next.

2. Interviewers rarely promise anything, even when they think the applicant is highly qualified. But if they feel you'll be under active consideration, they'll usually indicate that you can expect a second interview or that they'll contact you later.

3. Write to the interviewer after the interview if you're interested. Mention the interviewer's name, time and date of the original interview plus important points discussed. If it's a small company, especially, and you haven't heard anything in a week, call back. Sometimes applications get moved to the bottom of the stack. Remind the interviewer of your interest. Keep on learning about the company.

4. If you get a "NO" answer, it's probably because your interests and the company's don't match. Don't worry, just analyze "why." Almost everyone hears a "no" before a job is landed. Look at it as a learning experience: you've learned about interviewing, about your likes, a company's needs, and you've got great experience to go ahead to another company much better suited to you.

*Adapted from "What Students Should Know About Interviewing," General Electric, Educational Communications Programs, Fairfield, CT 06431, 1978.

INFORMATION SHEET VIII-A-3b

Some Frequently Asked Questions During the Interview*

1. What are your future vocational plans?
2. In what school activities have you participated?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work at our company?
6. What jobs have you held? Why did you leave?
7. What course did you like best in school? Least? Why?
8. What do you know about our company?
9. Do you feel that you have received good general training?
10. Why do you feel that you will be successful in your field?
11. What extracurricular offices have you held?
12. What are your ideas on salary?
13. Do you prefer any specific geographic location? Why?
14. How much money do you expect to earn at the age of 20? 35?
15. How did you rank in school?
16. Do you think that your extracurricular activities were worth the time devoted to them?
17. What personal characteristics are necessary for success in your field?
18. What is your father's occupation?
19. Are you looking for a permanent or temporary job?
20. Do you prefer working alone or with others?
21. Can you take instructions without feeling upset?
22. Tell me a story.

INFORMATION SHEET VIII-A-3b (Continued):

23. Are you primarily interested in making money or do you feel that service to your fellowman is satisfactory pay?

24. Do you live with your parents?

25. Can you get recommendations from previous employers?

26. What interests you about our products and services?

27. Do you feel you have done the best scholastic work of which you are capable?

28. How long do you expect to work?

29. Have you ever had any trouble getting along with fellow students?

30. Have you saved any money?

31. Do you have any debts?

32. Do you attend a church?

33. Do you like routine work?

34. What size city do you prefer?

35. What is your major weakness?

36. Will you work hard to get ahead?

37. Ae you eager to please?

38. What do you do to get in good physical condition?

39. Have you had serious illnesses or injuries?

40. Are you willing to relocate if the company wishes?

41. What job in the company would you like most to have?

42. Is it difficult for you to get along with people who have different backgrounds and interests than you?

43. Do you use liquor? How much?

44. Should an employer consider your grades? Why?

INFORMATION SHEET VIII-A-3b (Continued):

45. Would you be willing to work overtime? How much?

46. Do you possess any special skills or abilities?

47. What have you done that indicated initiative and a desire to work?

48. You have a complaint about your job or working condition. How would you handle it?

49. You and a fellow worker are having differences about your job. What would you do?

50. You have an idea you feel will help the company. What would you do?

*Courtesy of the Virginia Polytechnic Institute and State University, Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education Service, Division of Vocational Education--State Department of Education, Richmond, Virginia.

INFORMATION SHEET VIII-A-3c

Things to Remember at the Interview*

1. Sit up straight.
2. Speak in a quiet, pleasant voice.
3. Try to answer all questions correctly.
4. Never talk about personal problems.
5. Be respectful.
6. Use your best English at all times.
7. Know or write down the questions you wish to ask during the interview.
8. Never smoke or chew gum during the interview.
9. Inquire as to what follow-up procedure is required.
10. School subjects you liked best, extracurricular activities, etc.
11. Your educational plans.
12. Ask some questions about the firm.
13. If you've ever been employed, be able to list employer, name of firm, date employed, addresses, salary and reason for leaving.

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*Courtesy of the Virginia Polytechnic Institute and State University, Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education--State Department of Vocational Education, Richmond, Virginia.

INFORMATION SHEET VIII-A-3d

FACTORS WHICH FREQUENTLY LEAD TO REJECTION DURING THE JOB INTERVIEW

In the 1969 sruvey by Penn Tech Institute (Pittsburg, Pennsylvania), the following factors were reported by 153 companies as having led to the rejection of the applicant during the employment interview.

1. Poor personal appearance.
2. Overbearing - overagressive - conceited "superiority complex" - "know-it-all."
3. Inability to express himself clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and and goals.
5. Lack of confidence and and poise - nervousness - ill-at-ease.
6. Lack of interest and enthusiasm - passive, indifferent.
7. Failure to participate in activities.
8. Overemphasis on money - interested only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy, ill-tempered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in eye.
20. Limpy, fishy hand-shake.
21. Indecision.
22. Loafs during vacations - lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge in field of specialization.
30. Parents make decisions for him.
31. No interest in company, or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant - strong prejudices.
38. Narrow interests.
39. Spends too much time in movies.
40. Poor handling of personal finances.
41. No interest in community affairs.
42. Inability to take criticism.
43. Lack of appreciation of value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

INFORMATION SHEET VIII-A-3e

Check List to be Used Before Going for an Interview*

		Yes	No
1.	Did I plan ahead for the interview?	_____	_____
2.	Am I nervous when I meet people?	_____	_____
3.	Do I ask intelligent questions?	_____	_____
4.	Do I become tense when asked questions?	_____	_____
5.	Am I highly emotional?	_____	_____
6.	Do I take pride in my appearance?	_____	_____
7.	Do I listen when someone else is talking?	_____	_____
8.	Do I look at the speaker?	_____	_____
9.	Do I practice good posture?	_____	_____
10.	Do I use proper English?	_____	_____
11.	Do I think before answering?	_____	_____
12.	Do I answer honestly?	_____	_____

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*Check list courtesy of the Virginia Polytechnic Institute and State University, Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education Service, Division of Vocational Education, State Department of Education, Richmond, Virginia.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT VIII: Employment

MODULE A: Seek and Obtain Employment

TASK 4: Look for a Job

PERFORMANCE STEPS:

1. List potential employers from area telephone directory yellow pages and hotel-motel directories. List should include name of business, address, telephone and manager's name (if available).
2. List employers with current openings by screening want ads in area newspapers and contacting job service office or private employment agencies.
3. Contact potential employers for appointments and schedule interviews after completing employment application for the company.

LEARNING ACTIVITIES:

With the guidance of your instructor, guidance counselor or school placement officer, complete all Performance Steps listed above. Continue the process until employment is obtained.

EVALUATION:

ITEMS NEEDED:

Telephone directories, newspapers, pencil, paper, telephone.

TASK:

Look for a Job

STANDARD:

1. Prepare a list of employers with openings.

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

2. Make interview appointments.
3. Go for interview.
4. Secure employment.

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IX: Cooperative Work Experience I

MODULE A: Front Office Clerk

TASK 1: Obtain Cooperative Work Station Assignment and Complete Training Agreement and Plan

PERFORMANCE STEPS:

1. Obtain name, address and telephone number of your training station employer.
2. Schedule interview.
3. Attend interview and complete arrangements for work.
4. Complete training agreement and plan.
5. Report for work as scheduled.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Check with your cooperative education teacher-coordinator for a suitable work station assignment.
2. Study the Training Agreement and Plan, Information Sheet IX-A-1.
3. Discuss the completion of the Training Agreement and Plan with your teacher-coordinator. Ask questions on points for which you need more information (if any).
4. Follow the directions of your teacher-coordinator while completing the Performance Steps.

EVALUATION:

ITEMS NEEDED:

Pen, paper, Training Agreement and Plan, telephone

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

TASK:

1. Obtain Cooperative Work Station Assignment.
2. Complete Training Agreement and Plan.

STANDARD:

1. Cooperative Work Assignment will be obtained.
2. Training Agreement and Plan will be completed with 100% accuracy.

WEST VIRGINIA
COOPERATIVE VOCATIONAL EDUCATION
TRAINING AGREEMENT AND PLAN
FOR CAREERS

OE CODE	CAREER OBJECTIVE	DATE	SCHOOL YEAR

STUDENT'S NAME ______________ SOCIAL SECURITY NUMBER __________
TRAINING STATION ______________ TRAINING SUPERVISOR __________
ADDRESS OF TRAINING STATION ______ TELEPHONE NUMBER __________
____

RESPONSIBILITIES

The Student-Learner considers his job experience as contributing to his career objectives and agrees:

1. To be regular in attendance, both in school and on the job.
2. To conform to the rules and regulations of the training station.
3. To show honesty, punctuality, courteousy, a cooperative attitude, proper health and grooming habits, appropriate dress and willingness to learn.
4. To consult the teacher-coordinator about any difficulties arising at the training station or related to his training program.
5. To participate in those co-curricula activities that are required in connection with cooperative vocational education programs.

The Parents of the student-learner, realizing the importance of the training program in the student-learner while he is traveling to and from the school, the training station and his home.

1. To encourage the student-learner to carry out effectively his duties and responsibilities.
2. To share the responsibility for the safety and conduct of the student-learner while he is traveling to and from the school, the training station and his home.

Page Two
West Virginia Cooperative Vocationl Education
Training Agreement and Plan

The Training-Station, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of his career objective.

2. To provide training for the student for at least the minimum listed number of hours each day and each week for the entire training period.

3. To adhere to all Federal and State regulations regarding child labor laws and other applicable regulations.

4. To assist in the evaluation of the student-learner.

The Teacher-Coordinator representing the school will coordinate the training program toward a satisfactory preparation of the student-learner for this occupational career objective and agrees:

1. To see that the necessary related classroom instruction is provided.

2. To make periodic visits to the training station to observe the student-learner, to consult with the employer and training supervisor, and to render any needed assistance with training problems of the student-learner.

3. To assist in the evaluation of the student-learner.

Additional Comments:

____

____

____

____

BY:

______________________	______________________
EMPLOYER	PARENT
______________________	______________________
JOB SUPERVISOR	STUDENT-LEARNER
______________________	______________________
TEACHER-COORDINATOR	DATE

503B 18

STUDENT COMPETENCY SHEET

PART I: HOTEL-MOTEL FRONT OFFICE CLERK

UNIT IX: Cooperative Work Experience I

MODULE A: Front Office Clerk

TASK 2: Complete the Cooperative Work Experience

PERFORMANCE STEPS:

1. Report for work as scheduled.
2. Complete necessary records and reports to verify your work experience.
3. Perform assigned tasks completely and competently.
4. Have employer complete evaluation of your performance using the Task Checklist.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Maintain communication with your teacher-coordinator as directed.
2. Upon completion of the cooperative work experience, report to your teacher-coordinator for final evaluation and follow-up conference.

EVALUATION:

ITEMS NEEDED:

Performance Task Checklist for Front Office Clerk

TASK:

Complete Cooperative Work Experience.

STANDARD:

All tasks on the Performance Checklist rated by the employer must be rated satisfactory or above.

PERFORMANCE TASK CHECKLIST

To Be Completed by Cooperating Employer

Date______________________

Student__________________________

Date employment started___________

Date employment ended_____________

Total hours employed______________

Name of Employer____

____

Address of Employer____

____

Telephone Number of Employer________________

Manager____

Student's Supervisor____

Performance Task Checklist completed by__________________________

Date__________________________

Directions to Supervisor: As you work with the Student-Trainee, review the Performance Task Checklist. Try to give the Student-Trainee opportunities to do all tasks while working. Upon completion of work assignment, please complete the performance rating of the task performed by the Student-Trainee. Thank you.

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
II-A-1	Establish personal goals					
II-A-2	Identify successful work attitudes					
II-A-3	Use principles of human relations					
II-A-4	Dress appropriately for the job					
II-A-5	Practice good health habits					
II-A-6	Practice professional ethics					
II-A-7	Respect the feelings of other people					
II-A-8	Portray a positive image					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
II-A-9	Assume responsibility					
II-A-10	Accept constructive criticism					
II-A-11	Maintain poise					
II-A-12	Display sense of humor					
II-A-13	Budget time effectively					
II-A-14	Use failure constructively					
II-A-15	Organize thoughts logically					
II-A-16	Identify fallacy in logical thinking					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

Task		Rating				
		1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
II-A-17	Recognize emotive language					
II-A-18	Utilize sequential thinking					
II-A-19	Work cooperatively with others					
II-A-20	Deal courteously with others					
II-A-21	View others as individuals					
II-A-22	Utilize appropriate boldness					
II-A-23	Initiative and motivation in job performance					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

				Rating		
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
II-A-24	Develop an awareness of applying good leadership ability					
II-A-25	Recognize that success on the job depends on technical proficiency and interpersonal skills					
II-A-26	Be aware of the importance of your credibility on-the-job					
II-A-27	Adjust to regulations of the work environment					
II-A-28	Identify government regulations that pertain to your initial employment					
II-A-29	Describe legal protection of the employee					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
II-A-30	Respond to guest complaints					
III-A-1	Identify and locate tourist attractions					
III-A-2	Give mileage distances to other cities					
III-A-3	Give locations of community services					
III-A-4	Give locations of other hotels/motels and service available					
IV-A-1	Add					
IV-A 2	Subtract					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
IV-A-3	Multiply					
IV-A-4	Divide					
IV-A-7	Determine given percentages					
IV-A-8	Calculate using electronic calculator					
IV-B-1	Write legibly					
IV-B-2	Interpret oral directions					
IV-B-3	Give oral directions and explanations to individuals					
IV-B-4	Compose a written message					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
IV-B-5	Interpret written directions					
IV-B-6	Interpret charted information					
IV-B-7	Communicate by telephone					
V-A-1	Make a 6:00 p.m. room reservation					
V-A-2	Make guaranteed room reservation					
V-A-3	Cancel room reservation					
V-A-4	Make advance reservation at other inns					
V-A-5	Pre-payment of future reservations					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
V-B-1	Register guests					
V-B-2	Block rooms for incoming guests					
V-B-3	Inform guests of property services					
V-B-4	Find rooms for customers when property is full					
V-B-5	Clean work area					
V-B-6	Page people using PA system					
V-B-7	Post current events board					
V-C-1	Post charges to folio					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
V-C-2	Balance folio accounts					
V-C-3	Compute average dollar amount spent by guest					
V-C-4	Compute earning rate per room					
V-C-5	Compute posting machine balance on all charges					
V-C-6	Verify cash amount in cash register using posting machine					
V-C-7	Verify cash amount turned in on each shift					
V-C-8	Post restaurant tickets					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
V-C-9	Reproduce records using copy machine					
V-D-1	Obtain authorizations on credit cards					
V-D-2	Make credit sales					
V-D-3	Prepare credit card summaries					
V-E-1	Compute occupancy report					
V-E-2	Complete excessive charges report					
V-E-3	Compute employee time worked for payroll					
V-E-4	Prepare housekeeping report					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

	Task	Rating				
		1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
V-C-9	Reproduce records using copy machine					
V-D-1	Obtain authorizations on credit cards					
V-D-2	Make credit sales					
V-D-3	Prepare credit card summaries					
V-E-1	Compute occupancy report					
V-E-2	Complete excessive charges report					
V-E-3	Compute employee time worked for payroll					
V-E-4	Prepare housekeeping report					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

	Task	Rating 1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
V-E-5	Maintain inventory of office supplies					
V-E-6	Prepare bank deposits					
V-E-7	Check restaurant and lounge report					
V-F-1	Balance accounts receivable					
V-F-2	Night audit report preparation					
V-F-3	Accounting for telephone sales					
VI-A-1	Receive incoming telephone calls					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
VI-A-2	Use switchboard (PBX)					
VI-A-3	Log outgoing telephone calls					
VI-A-4	Log and call guests according to wake-up schedule					
VI-A-5	Collect unpaid bills					
VI-B-1	Ring-up cash sales					
VI-B-2	Cash checks					
VI-B-3	Ring-up credit sales					
VI-B-4	Make change for customers					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
VI-B-5	Verify cash amount in cash register					
VI-B-6	Disburse petty cash					
VI-C-1	Secure guest's valuables in safe					
VI-D-1	Post final charges to folio					
VI-D-2	Check guests out					
VII-A-1	Call fire department					
VII-A-2	Use fire extinguisher					
VII-A-3	Call emergency medical service					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

	Task	Rating 1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
VII-A-4	Call police department					
VII-A-5	Provide emergency medical treatment					

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE A: Personnel Management

TASK 1: Interview Prospective Employee

PERFORMANCE STEPS:

1. Introduce yourself and state your position, i.e., property manager, personnel director.
2. Determine that previously completed application includes past work experience, education, training, personal background, hours available for work.
3. Describe duties, responsibilities, conditions of work, benefits, and salary.
4. Explain property's operations and objectives and answer any questions.

   NOTE: Interviewer should be courteous, attentive, and keep interview time to a minimum.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Supervision: The Direction of People at Work, pages 209-222.
2. Visit the personnel office at a local hotel-motel and determine the process used for selection of new employees including steps covered during interviews. Write a report on your visit and submit it for evaluation.
3. Design an application for employment form that would provide you with information you would want for reference during interviews. Turn in the form for review.
4. Check with your instructor who will set up a simulated "employer interview" situation in which you are required to conduct an interview of a prospective employee.

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STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Attend a class presentation by instructor on employee selection.
2. Participate in a class discussion of case study covered in reading assignment.
3. Listen to a guest speaker (personnel director, front office manager or hotel manager) discuss interview techniques and employee selection used by his/her company.
4. View transparencies and ask questions during a presentation by instructor on "Listening When Others Speak," "Asking Questions", and "Forming Judgments." (Transparency masters 3M Company).
5. Observe or participate in role playing on conducting interviews demonstration.
6. Practice interviewing in simulated situations.
7. Request your instructor to observe and rate your performance on conducting a simulated interview using the Checklist.

EVALUATION:

Given a simulated "employee interview" situation, an employee application, and pen, interview a prospective employee. Learner's performance will be rated using the attached Checklist. Learner must be rated acceptable on all items listed.

CHECKLIST

Unit I, Module A, Task 1

Task Interview Prospective Employee

Student ____________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Interviewer introduced self and described position held to prospective employee.		
2. Described duties and responsibilities which accurately reflect job description of position.		
3. Explained benefits and salary as printed in current company schedules.		
4. Explained work conditions thoroughly.		
5. Explained property's operations and objectives, consistent with printed policy material.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE A: Personnel Management

TASK 2: Conduct New Employee Orientation

PERFORMANCE STEPS:

1. Inform employee about the organization of work area, duties and responsibilities.

   NOTE: The employee and the immediate supervisor should be informed about the job assignment based on a property job description and policy manual.

2. Direct employee to new assignment.
3. Introduce new employee to the immediate supervisor.
4. Notify employee and immediate supervisor that periodic conferences will be held to review employee's performance.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read "Supervision: The Direction of People at Work", pages 223-233.
2. Read Human Relations/Supervisory Development I, Student Manual, pages 85-89.
3. Prepare a list of points to be included in orienting a new employee to the job. Submit the list for evaluation.
4. Check with your instructor who will set up a simulated "new employee orientation situation" in which you are required to carry out an orientation of a new employee.

GROUP:

1. Take part in lecture-discussion by instructor on new employee orientation.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. Present your list of points to be included in orienting new employees orally during class discussion. Revise your list as needed as points are identified which were not on your list.

3. View and discuss the following transparencies during a presentation by your instructor: "Awareness in Social Situation," "Cooperating," "Controlling Aggression," "Revising Judgments," and "Respect for Human Beings," 3M Company.

4. Observe a demonstration of the task.

5. Perform the task in simulated situations.

6. Practice the ask in front office exercise situations.

7. Ask your instructor to evaluate your performance using the Checklist.

8. Take the Review quiz, pages 89-90 in Human Relations/ Supervisory Development I, Student Manual. Turn in quiz for evaluation.

EVALUATION:

Given a simulated "new employee orientation situation," a property's job description manual, and policy manual, carry out a new employee orientation. Learner's performance will be rated using the attached Checklist. Learner must be rated acceptable on all items listed.

CHECKLIST

Unit I, Module A, Task 2

Task Conduct New Employee Orientation

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Informed employee about organization of work area, duties, and responsibilities.		
2. Direct employee to supervisor.		
3. Introduce employee to supervisor.		
4. Notified employee and immediate supervisor that periodic conferences will be held to review employee's performance.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE A: Personnel Management

TASK 3: Conduct Employee Training

PERFORMANCE STEPS:

1. Evaluate employee's need for training. Consider
   a. Knowledge
   b. skill
   c. attitude.
2. Plan training based on evaluation.
   a. Select objectives.
   b. Select materials and media.
3. Plan presentation of materials and media.
4. Present material, training sessions, etc.
5. Have employee apply skills, knowledge and/or attitudes learned.
6. Evaluate performance.
7. Repeat cycle as necessary for successful performance.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 235-248 in Supervision: The Direction of People at Work.
2. Read Human Relations/Supervisory Development I, Student Manual, pages 91-96.
3. Visit a hotel-motel manager and ask how his/her company provides for employee training. Write a brief report on your visit. Turn in report.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Check with your instructor who will set up a simulated problem involving the need to conduct employee training in which you are required to train a new employee.

GROUP:

1. Listen to a presentation by your instructor on employee training.

2. Discuss in small groups the case problem, pages 247-248 in Supervision: The Direction of People at Work. Answer questions on page 248 during small group activity. Each small group will present results to entire class.

3. Practice the task in several new employee situations (different tasks). One small group of students prepare a problem to be "role played" by another small group, etc.

4. Request your instructor to evaluate your performance using the Checklist.

5. Complete "Review Quiz," pages 95-96 in Human Relations/ Supervisory Development I, Student Manual. Turn in completed quiz for evaluation.

CHECKLIST

Unit I, Module A, Task 3

Task Conduct Employee Training

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Evaluate employee's need for training: a. knowledge b. skill c. attitude		
2. Plan training based on evaluation: a. Select objectives b. Select materials and media		
3. Plan presentation of materials and media.		
4. Present material, training sessions, etc.		
5. Have employee apply skills, knowledge and/or attitudes learned.		
6. Evaluate performance.		
7. Repeat cycle as necessary for successful performance.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE A: Personnel Management

TASK 4: Supervise Employees at Work

PERFORMANCE STEPS:

1. Give directions and work assignments.
2. Observe employee performance.
3. Critique and/or correct performance.
4. Develop training program, if needed.
5. Terminate employee, if necessary.

LEARNING ACTIVITIES:

1. Read pages 1-85 in Supervision: The Direction of People at Work.
2. Define the following terms: management, authority, responsibility, delegation, and accountability. Submit your list of definitions for evaluation.
3. Listen to a presentation by instructor on the role of management and supervision.
4. Read Human Relations/Supervisory Development I, Student Manual, pages 1-25.
5. View and discuss transparency sets during instructor presentation on "Management in Relation to Values and Goals," "Organizing Time to Achieve Goals," Attitudes and Manner in Management," and "Consumers, Who? Why? How?" (3M Company).
6. Complete Progress Test I, pages 25-26, in Human Relations/Supervisory Development I, Student Manual. Submit your answer sheet for evaluation.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

7. Read Supervision: The Direction of People at Work, pages 85-120.

8. Participate in a lecture discussion on "Human Relations and Group Dynamics" by your instructor.

9. Read pages 29-40 in Human Relations/Supervisory Development I Student Manual.

10. Complete the Review Quiz, pages 33-34 and pages 39-40 in Human Relations/Supervisory Development I, Student Manual. Turn in quizzes for evaluation.

11. Read pages 141-166 in Supervisor: The Direction of People at Work.

12. Participate in a class presentation by instructor on "Leadership and Cooperation."

13. In small groups discuss the case problem, pages 152-153 in Supervision: The Direction of People at Work. Each small group to present answers to questions and solutions to problem in a discussion with entire class.

14. Read Human Relations/Supervisory Development I, Student Manual, pages 45-53 and 57-62.

15. Complete Review Quiz, page 51-52 and 61-62. Submit your answers for evaluation.

16. Observe a demonstration by instructor on "Supervising Employees at Work."

17. During simulated laboratory practice exercises, practice being the front office manager and supervise employees at work.

18. Request your instructor to observe and rate your performance using the Checklist.

EVALUATION:

Given a simulated supervisory situation, supervise employee at work. Performance must consider all possible items on the Checklist (I-A-4).

CHECKLIST

Unit I, Module A, Task 4

Task Supervise Employees at Work

Student ____________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Give directions and work assignments.		
2. Observe employee performance.		
3. Critique and/or correct performance.		
4. Develop training program, if necessary.		
5. Terminate employee, if necessary.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE A: Personnel Management

TASK 5: Conduct Employee Performance Evaluation

PERFORMANCE STEPS:

1. Review employee's personnel file before evaluation.
2. Schedule a private, uninterrupted conference with the employee.
3. Explain to the employee the nature of a performance evaluation.

   NOTE: Lodging personnel manuals, job descriptions, etc. may be used to remind employees of their prescribed duties and responsibilities.
4. Review with employee performance in relation to standardized property procedures.
5. Advise employee on specific items of performance that need improvement and suggest means for improvement.
6. Ask employee for his/her objectives to meet suggestions for improvement.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Supervision: The Direction of People at Work, pages 121-137 and 167-180.
2. Read Human Relations/Supervisory Development I, Student Manual, pages 41-46 and 85-90.
3. Check with your instructor who will set up a simulated situation in which you are required to conduct an employee performance evaluation.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

GROUP:

1. Participate in a lecture-discussion by your instructor on problem workers and evaluation of employee performance.
2. In small groups, review the case problem, pages 179-180 in Supervision: The Direction of People at Work. Answer the questions and prepare a presentation for your group to the entire class.
3. Listen to and critique small group reports.
4. Observe a demonstration of a simulated performance evaluation by your instructor.
5. Practice the task during laboratory exercises under instructor's supervision.
6. Request evaluation by teacher using Checklist.
7. Take Review Quizzes, pages 45-46 and 89-90 in Human Relations/Supervisory Development I, Student Manual.
8. Complete Progess Test II, pages 53-54 in Human Relations/ Supervisory Development I, Student Manual. Turn in your answer sheet for evaluation.

EVALUATION:

Given a simulated situation, an employee's personnel file, and a property's job description manual, conduct an employee performance evaluation. Learner's performance will be rated using the attached Checklist. Learner must be rated acceptable on all items.

CHECKLIST

Unit I, Module A, Task 5

Task Conduct Employee Performance Evaluation

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Explained to the employee the nature of a performance evaluation.		
2. Reviewed performance in relation to standardized property procedures.		
3. Advised employee on specific item(s) of performance that need improvement and suggested means for improvement.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE B: Customer Service

TASK 1: Reserve Meeting Rooms

PERFORMANCE STEPS:

1. Record on meeting room reservation date, hour(s) room is needed, number of people to set-up for, name of group, person making arrangements and telephone number.
2. List special requirements for set-up such as chalkboard, projectors, etc.
3. List requests for "refreshments" during meeting breaks, etc.
4. Post reservation on meeting room calendar and floor plan; record date of reservation and name of person taking the reservation.
5. File reservation in meeting room reservation file.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps and Checklist.
2. Check with your instructor who will assign a problem in which you are required to make a meeting room reservation.

GROUP:

1. Participate in a class discussion on making meeting room reservations.
2. Observe a demonstration of the task.
3. Perform the task while your instructor or another student checks your steps by using the Performance Checklist.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

4. Practice the task in simulated front office exercise situations.

5. Ask you instructor to evaluate your performance by using the Checklist.

EVALUATION:

Given pen, meeting room reservation form, and request for meeting room reservation, reserve meeting room(s). Reservation to be made and filed according to Performance Steps.

CHECKLIST

Unit I, Module B, Task 1

Task Conduct Employee Performance Evaluation

Student ________________ Date ________

Performance Steps	Acceptable	Unacceptable
1. Record date, hour(s) room is needed, number of people to set-up for, name of group, person making reservation and telephone number.		
2. List special requirements for set-up such as chalkboard, projectors, etc.		
3. List requests for "refreshments" during meeting breaks, etc.		
4. Post reservation on meeting room calendar and floor plan, record date of reservation and name of person taking reservation.		
5. File reservation in meeting room reservation file.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE B: Customer Service

TASK 2: Make Group Reservations for Tours

PERFORMANCE STEPS:

1. Determine requirements of tour--number of rooms, number of days and dates.
2. Establish total price for the tour group based on number of rooms required.
3. Record date(s), time, number of people, number of rooms, agreed price, special requests and name, address and telephone of person booking the tour.
4. Prepare confirmation of reservation and mail.
5. File tour reservation.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps.
2. Check with your instructor who will set up a simulated situation in which you are required to make group reservations for a tour.

GROUP:

1. Participate in a class discussion on making group reservations for tours.
2. Observe a demonstration of the task.
3. Perform the task as a return demonstration.
4. Practice the task in front office exercises in the laboratory.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

5. Request your instructor to evaluate your Performance using the Checklist.

EVALUATION:

Given a simulated tour reservation situation, reservation card, pen, and calculator make a group reservation for a tour. Reservation will be 100% accurate according to request and Performance Steps.

CHECKLIST

Unit I, Module B, Task 2

Task Make Group Reservation for Tours

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Determine requirements of tour: number of rooms, number of days, and dates.		
2. Establish total price for the tour group based on number of rooms required.		
3. Record date(s), time, number of people, number of rooms, agreed price, special requests and name, address and telephone of person booking the tour.		
4. Prepare confirmation of reservation and mail.		
5. File tour reservation.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE B: Customer Service

TASK 3: Book Conventions

PERFORMANCE STEPS:

1. Establish a uniform price policy.
2. Determine convention's requirements, i.e., physical arrangement ("set-up").
3. Record date, time, number of people and rooms, agreed upon prices, "set-up," and person's name/address/telephone booking convention.
4. Complete agreement by both parties involved signing a contract.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Study the Performance Steps.
2. Check with your instructor who will set up a simulated situation in which you are required to book a convention.

GROUP:

1. Participate in a class discussion on booking conventions.
2. Observe a demonstration by your instructor or another student.
3. Do the task while being observed by instructor or another students.
4. Practice the task in simulated front office situations.
5. Ask your teacher to evaluate your work using the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given a simulated "convention booking" situation, a property's banquet function book brochures, reservation cards, pen, and calculator, book a convention. Properly booked convention arrangement must include date, time, number of people and rooms, prices "set-up," and person's name/address/telephone booking convention.

CHECKLIST

Unit I, Module B, Task 3

Task Book Conventions

Student ____________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Establish a uniform price policy.		
2. Determine conventions requirements (set-ups).		
3. Record date, time, number of people and rooms, agreed upon prices, set-up and person's name/address/telephone booking convention.		
4. Complete agreement by both parties involved signing a contract.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE C: Credit Checking

TASK 1: Approve Checks to be Cashed

PERFORMANCE STEPS:

1. Examine date of check.
2. Examine check for alterations.
3. Examine "Pay to Order" section.
4. Examine to see that encoded routing numbers appear on the check.
5. Reject checks marked "For Collection," "For Deposit Only," "Pay Any Bank" or similar terms.
6. Check to see that the amount written in figures agrees with the amount in words.
7. Initial the check in the upper right hand corner, if applicable.
8. List the check on checks-cashed slip if it is acceptable.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Performance Steps.
2. Check with your instructor who will set up a simulated situation in which you are required to approve checks to be cashed.

GROUP:

1. Listen to presentation by instructor on approving checks to be cashed.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. In small groups, prepare sample specimen checks with a variety of errors. Also prepare specimen checks which are acceptable according to the Checklist.
3. In role-playing situations, exchange checks among groups and practice approving checks.
4. Observe a demonstration of the task.
5. Practice task in sequence with other tasks in laboratory exercises.
6. Request evaluation by instructor using Checklist and checks from activity 3 selected at random.

EVALUATION:

Given six specimen checks to be cashed, check-cashed record and pen, examine and approve acceptable checks to be cashed. Any approved check must meet criteria in Performance Steps.

CHECKLIST

Unit I, Module C, Task 1

Task Approve Checks to be Cashed

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Examine date of check.		
2. Examine check for alterations.		
3. Examine "Pay to Order" section.		
4. Examine to see that encoded routing numbers appear on the check.		
5. Reject checks marked "For Collection," "For Deposit Only," "Pay Any Bank," or similar terms.		
6. Check to see that the amount written in figures agrees with the amount written in words.		
7. Initial the check in the upper right corner, if approved.		
8. List check on checks-cashed report if it is approved.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE C: Credit Checking

TASK 2: Credit Check on Over $100 Limit Report

PERFORMANCE STEPS:

1. Review excessive charges report (Part I, Task V-E-2).
2. Upon examination of report, identify guests for special credit check.
3. Using "Method of Payment" as key, begin a special credit check.
4. Check credit with credit card company, bank or credit bureau.
5. Take necessary steps based on credit check outcome.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review Performance Steps and Task V-E-2 (Part I).
2. Check with your instructor who will set up a simulated situation in which you are to run a credit check on people listed on over $100 limit report.

GROUP:

1. Participate in a lecture-discussion on credit checking and necessity for special precautions.
2. Observe demonstration.
3. Practice task in simulated situations in the laboratory.
4. Perform task for evaluation purposes. Your instructor will observe performance and rate you on the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given excessive charges report (over $100 at some Inns), pen, and telephone, run a special credit check. Credit check to be made according to Performance Steps.

CHECKLIST

Unit I, Module C, Task 2

Task Credit Check on Over $100 Limit Report

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Review excessive charges report.		
2. Upon examination of report, identify guests for special credit check.		
3. Using method of payment as key, begin a special credit check.		
4. Check credit with credit card company, bank or credit bureau.		
5. Take necessary steps based on credit check outcome.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE D: Records and Reports

TASK 1: Laundry Verification

PERFORMANCE STEPS:

1. Obtain Laundry Report (next page).
2. Check entries on report for legibility.
3. Check for clerk's signature.
4. Run a total, with calculator, on charges.
5. Check total charges figure entered on report.
6. Approve report, after corrections, if necessary.
7. File report.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review the Performance Steps.
2. Check with your instructor who will assign a problem in which you are to verify a laundry report.

GROUP:

1. Listen to a presentation by instructor on laundry operations in hotels-motels including records and reports.
2. In small groups, prepare several simulated laundry reports.
3. Practice verifying reports by exchanging reports between groups.
4. Ask your instructor to evaluate your performance using the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given pen, Laundry Report, and calculator, verify accuracy of Laundry Report. Verifications will include acceptable rating on all Performance Steps.

LAUNDRY REPORT

Date	Guest's Name	Room Number	Charges	Clerk's Signature

Total Charges __________

Report Approved ______________________ Date __________________
Signature

CHECKLIST

Unit I, Module D, Task 1

Task Laundry Verification

Student ______________________ Date ____________

Performance Steps	Acceptable	Unacceptable
1. Obtain Laundry Report.		
2. Check entries on report for legibility.		
3. Check for clerk's signature.		
4. Run a total, using calculator, on charges.		
5. Check total charges figure entered on report.		
6. Approve report, after correction, if necessary.		
7. File report.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE D: Records and Reports

TASK 2: Prepare Rooming Report

PERFORMANCE STEPS:

1. Obtain Rooming Report form (next page).
2. Enter room numbers, number of guests per room, and room rate.
3. Compute totals.
4. Enter opening balances from previous day.
5. Add arrivals.
6. Subtract departures.
7. Add or subtract charges.
8. Compute closing balances.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 163-167 in Check-In, Check-Out.
2. Read Performance Steps.
3. Check with your instructor who will assign a problem in which you are to prepare a rooming report.

GROUP:

1. Listen to a presentation by instructor on preparing rooming report.
2. Observe a demonstration of task.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

3. Perform the task in small groups, exchanging and checking reports using Performance Steps. Critique reports.
4. Perform the task in laboratory situations in simulated practice.
5. Request your teacher to evaluate your performance using the Checklist.

EVALUATION:

Given rooming report, pen, and calculator, prepare rooming report. Report to be 100% accurate.

II
I-D-2
3

ROOMING REPORT

Date____________________

Room Number	Number of Guests	Rate	Room Number	Number of Guests	Rate
Total			Total		

	Room Count	House Count	Room Income
Opening Balance	________	________	________
+ Arrivals	________	________	________
Total	________	________	________
- Departures	________	________	________
Total	________	________	________
± Changes	________	________	________
Closing Balance	________	________	________

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CHECKLIST

Unit I, Module D, Task 2

Task Prepare Rooming Report

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Obtain rooming report form.		
2. Enter room numbers, number of guests per room, and room rate, for all rented rooms.		
3. Compute totals.		
4. Enter opening balances from previous day.		
5. Add arrivals.		
6. Subtract departures.		
7. Add or subtract changes.		
8. Compute closing balances.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE D: Records and Reports

TASK 3: Review Key Report

PERFORMANCE STEPS:

1. Obtain Key Report Form (next page).
2. Request Key Report be completed by clerk on duty.
3. Check Key Report by inspecting each category.
4. Check totals.
5. Requisition keys as needed.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read Performance Steps.
2. Check with your instructor who will assign a problem in which you are to review a Key Report.

GROUP:

1. Participate in a class discussion on Key Reports and key security.
2. Observe a demonstration of task.
3. During simulated laboratory practice, review Key Reports in sequence with other tasks.
4. Request your instructor to evaluate your performance using the Checklist.

EVALUATION:

Given pen, calculator, Key Report, review Key Report. Performance Steps to be followed completely.

KEY REPORT

Date__________________

Room Number	Number of Keys on Inventory	Number of Keys Checked Out to Guests	Number of Keys Lost or Stolen	Number of Keys Needed

TOTALS__________ __________

Clerk Preparing Report____

Manager____

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CHECKLIST

Unit I, Module D, Task 3

Task Review Key Report

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Obtain key report form.		
2. Request key report be completed by clerk on duty.		
3. Check key report by inspecting each category.		
4. Check totals.		
5. Requisition keys as needed.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE D: Records and Reports

TASK 4: Prepare Summary Report on Outstanding Debts

PERFORMANCE STEPS:

1. Enter summary list of all outstanding debts from night auditor for room sales, etc.
2. Enter list of all outstanding debts from city ledger.
3. Enter summary list of all other outstanding debts not previously listed.
4. Total outstanding debts.
5. Initiate steps for collection as needed.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Review Performance Steps.
2. Develop a report form for summarizing outstanding debts. Have your instructor approve your form.
3. Check with your instructor who will assign a problem in which you are to prepare summary report(s) on outstanding debts.

GROUP:

1. Participate in a class discussion on outstanding debt summaries.
2. Observe a demonstration of the task.
3. Practice the task in laboratory situations.
4. Ask your instructor to evaluate your performance using the Checklist.

STUDENT COMPETENCY SHEET

EVALUATION:

Given outstanding debt lists from various front office departments, prepare summary report of outstanding debts. Summary report shall include all outstanding debts for the front office operation.

CHECKLIST

Unit I, Module D, Task 4

Task Prepare Summary Report on Outstanding Debts

Student ______________________________ Date ______________

Performance Steps	Acceptable	Unacceptable
1. Enter summary list of all outstanding debts from night auditor for room sales, etc.		
2. Enter list of outstanding debts from city ledger.		
3. Enter summary list of all other outstanding debts not previously listed.		
4. Total outstanding debts.		
5. Initiate steps for collection as needed.		

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT I: Front Office Management

MODULE D: Records and Reports

TASK 5: Verify Completion of Work by Employees

PERFORMANCE STEPS:

1. Determine work assignment to be verified. (Job descriptions, tasklists, etc. are sources).
2. Examine quality of work performed.
   a. By observation of work being performed.
   b. By reviewing completed work.
3. Examine quantity of work performed.
   a. By observation of work being performed.
   b. By reviewing completed work.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Read pages 181-193 and 194-207 in Supervision: The Direction of People at Work.
2. Read Human Relations/Supervisory Development I, Student Manual, pages 69-74 and 75-80.
3. Check with your instructor who will set up a simulated situation in which you are required to verify completion of work by employees.

GROUP:

1. Participate in a discussion lead by your instructor on verifying completion of work by employees, employee discipline and grievances.

STUDENT COMPETENCY SHEET

LEARNING ACTIVITIES (Continued):

2. In small groups, review the case problem, pages 192-193 in Supervision: The Direction of People at Work. Answer the questions and prepare a report for your group for presentation to the class.
3. Listen to and critique the small group presentation.
4. Observe a demonstration of the Performance Steps by instructor.
5. Practice task in laboratory exercises.
6. Ask your instructor to evaluate your performance using the Checklist.
7. Complete quizzes and Progress Test, pages 73-74, 79-80 and 80-81. Submit answer sheets for evaluation.

EVALUATION:

Given simulated front office supervisory situation, verify completion of work assigned to employees. Supervisor must meet all requirements identified in Performance Steps.

CHECKLIST

Unit I, Module D, Task 5

Task Verify Completion of Work by Employees

Student ______________________ Date __________

Performance Steps	Acceptable	Unacceptable
1. Determine work assignment to be verified.		
2. Examine quality of work performed: a. By observing worker perform. b. By reviewing completed work.		
3. Examine quantity of work performed. a. By observing worker perform. b. By reviewing completed work.		

STUDENT COMPETENCY SHEET

PART II: FRONT.OFFICE MANAGER

UNIT II: Know Your Community

MODULE A: Community Organizations

TASK 1: Identify Civic Organizations and Functions

PERFORMANCE STEPS:

1. Define civic organizations.
2. Determine civic organizations in your area.
3. Describe the functions of at least five civic organizations in your area.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Obtain from your local Chamber of Commerce, Community Action Agency, or other agencies, a list of several civic organizations and their officers in your area. Contact an officer from several organizations and find out their functions. Prepare a written report on the findings.

GROUP:

1. Attend a class presentation by the teacher on "Civic Organizations and Their Functions." Participate in a question-and-answer session.
2. Participate in a classroom panel discussion, arranged by the teacher, on "Civic Organizations and Their Functions."
3. Divide into small groups; develop a five-minute class presentation on one civic organization, assigned by the teacher.

EVALUATION:

Identify in writing at least five civic organizations and their functions.

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT II: Know Your Community

MODULE A: Community Organizations

TASK 2: Explain Procedures for Registering to Vote

PERFORMANCE STEPS:

1. Explain voter registration requirements.
2. Determine location of voater registration office.
3. Complete voter registration form.
4. Determine own voting precinct.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Obtain from your county clerk's office the pamphlet "Voter Registration." Read it completely and write a one-page report on registering procedures.

GROUP:

1. View with the class the film "Right to Vote" and/or an audio visual provided by the teacher. Participate in a question and answer session.
2. Attend a class presentation by teacher and/or representative of the county clerk's office on "Voter Registration." Participate in a question-and-answer session.
3. Participate in small group. Develop a class presentation on one of the following topics as assigned by teacher:
   a. Registration requirements;
   b. Completion of voter registration form;
   c. County voting precincts.

EVALUATION:

Write a one-page report on the procedures to follow for registering to vote, including the above learning steps.

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT II: Know Your Community

MODULE A: Community Organizations

TASK 3: Identify Volunteer Groups and Their Functions

PERFORMANCE STEPS:

1. Define volunteer group.
2. Determine volunteer groups in your area.
3. Describe functions of each volunteer group.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify five volunteer agencies in your area from the Chamber of Commerce or Community Action Agency, and identify their functions.
2. Research and prepare a list of all volunteer groups in your area and their function. Submit the list to the teacher for evaluation.

GROUP:

1. Develop, in a small group, a short class presentation on one volunteer group as assigned by the teacher.
2. Participate in a class presentation by the teacher on "Volunteer Groups and Their Function." Participate in a question-and-answer session.
3. Participate in classroom panel discussion, arranged by the teacher, on "Volunteer Groups and Their Functions" within your area.

EVALUATION:

Identify one volunteer group in your area and its major function, and explain why you would or would not like to belong to the group.

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT II: Know Your Community

MODULE A: Community Organizations

TASK 4: Determine Non-profit Public Services Available and How They Function

PERFORMANCE STEPS:

1. Define non-profit public service.
2. Determine non-profit public services in your area.
3. Explain functions of three non-profit public service agencies in your area.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Identify the local Chamber of Commerce or Community Action Agency, non-profit public services, and their functions.

GROUP:

1. Participate in a class presentation by the teacher on non-profit public services and how they function. Participate in a question-and-answer session.
2. Participate in a panel discussion, arranged by the teacher, on non-profit public services and their functions. Participate in a question-and-answer session.
3. Develop a small group and give a short class presentation of a non-profit public service as assigned by the teacher.

EVALUATION:

Select one non-profit service found in your area and explain why money should be taken out of your income to support it.

STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT III: Cooperative Work Experience II

MODULE A: Front Office Manager

TASK 1: Obtain Cooperative Work Station Assignment and Complete Training Agreement and Plan

PERFORMANCE STEPS:

1. Obtain name, address and telephone number of your training station employer.
2. Schedule interview.
3. Attend interview and complete arrangements for work.
4. Complete training agreement and plan.
5. Report for work as scheduled.

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Check with your cooperative education teacher-coordinator for a suitable work station assignment.
2. Study the Training Agreement and Plan, Information Sheet III-A-1.
3. Discuss the completion of the Training Agreement and Plan with your teacher-coordinator. Ask questions on points for which you need more information (if any).
4. Follow the directions of your teacher-coordinator while completing the Performance Steps.

EVALUATION:

ITEMS NEEDED:

Pen, paper, Training Agreement and Plan, telephone

STUDENT COMPETENCY SHEET

EVALUATION (Continued):

TASK:

1. Obtain Cooperative Work Station Assignment.
2. Complete Training Agreement and Plan.

STANDARD:

1. Cooperative Work Assignment will be obtained.
2. Training Agreement and Plan will be completed with 100% accuracy.

WEST VIRGINIA
COOPERATIVE VOCATIONAL EDUCATION
TRAINING AGREEMENT AND PLAN
FOR CAREERS

____

OE CODE   CAREER OBJECTIVE   DATE   SCHOOL YEAR

STUDENT'S NAME____________________ SOCIAL SECURITY NUMBER__________
TRAINING STATION__________________ TRAINING SUPERVISOR_____________
ADDRESS OF TRAINING STATION_______ TELEPHONE NUMBER________________
____

RESPONSIBILITIES

The Student-Learner considers his job experience as contributing to his career objectives and agrees:

1. To be regular in attendance, both in school and on the job.
2. To conform to the rules and regulations of the training station.
3. To show honesty, punctuality, courteousy, a cooperative attitude, proper health and grooming habits, appropriate dress and willingness to learn.
4. To consult the teacher-coordinator about any difficulties arising at the training station or related to his training program.
5. To participate in those co-curricula activities that are required in connection with cooperative vocational education programs.

The Parents of the student-learner, realizing the importance of the training program in the student-learner while he is traveling to and from the school, the training station and his home.

1. To encourage the student-learner to carry out effectively his duties and responsibilities.
2. To share the responsibility for the safety and conduct of the student-learner while he is traveling to and from the school, the training station and his home.

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Page Two
West Virginia Cooperative Vocationl Education
Training Agreement and Plan

The Training-Station, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of his career objective.
2. To provide training for the student for at least the minimum listed number of hours each day and each week for the entire training period.
3. To adhere to all Federal and State regulations regarding child labor laws and other applicable regulations.
4. To assist in the evaluation of the student-learner.

The Teacher-Coordinator representing the school will coordinate the training program toward a satisfactory preparation of the student-learner for this occupational career objective and agrees:

1. To see that the necessary related classroom instruction is provided.
2. To make periodic visits to the training station to observe the student-learner, to consult with the employer and training supervisor, and to render any needed assistance with training problems of the student-learner.
3. To assist in the evaluation of the student-learner.

Additional Comments:

____

____

____

____

BY:

EMPLOYER	PARENT
JOB SUPERVISOR	STUDENT-LEARNER
TEACHER-COORDINATOR	DATE

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STUDENT COMPETENCY SHEET

PART II: FRONT OFFICE MANAGER

UNIT III: Cooperative Work Experience II

MODULE A: Front Office Manager

TASK 2: Complete the Cooperative Work Experience

PERFORMANCE STEPS:

1. Report for work as scheduled.
2. Complete necessary records and reports to verify your work experience.
3. Perform assigned tasks completely and competently.
4. Have employer complete evaluation of your performance using the Task Checklist for the Front Office Manager (Information Sheet III - A-2).

LEARNING ACTIVITIES:

INDIVIDUAL:

1. Maintain communication with your teacher-coordinator as directed.
2. Upon completion of the cooperative work experience, report to your teacher-coordinator for final evaluation and follow-up conference.

EVALUATION:

ITEMS NEEDED:

Performance Task Checklist for Front Office Clerk

TASK:

Complete Cooperative Work Experience.

STANDARD:

All tasks on the Performance Checklist rated by the employer must be rated satisfactory or above.

PERFORMANCE TASK CHECKLIST

To Be Completed by Cooperating Employer

Date______________________

Student_____________ _____________

Date employment started___________

Date employment ended_____________

Total hours employed______________

Name of Employer____

____

Address of Employer____

____

Telephone Number of Employer________________

Manager____

Student's Supervisor____

Performance Task Checklist completed by______________________

Date____________________________

Directions to Supervisor: As you work with the Student-Trainee, review the Performance Task Checklist. Try to give the Student-Trainee opportunities to do all tasks while working. Upon completion of work assignment, please complete the performance rating of the task performed by the Student-Trainee. Thank you.

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
Task		1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
I-A-1	Interview prospective employee					
I-A-2	Conduct new employee orientation					
I-A-3	Conduct employee training					
I-A-4	Supervise employees at work					
I-A-5	Conduct employee performance evaluations					
I-B-1	Reserve meeting rooms					
I-B-2	Make group reservations for tours					
I-B-3	Book conventions					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
I-C-1	Approve checks to be cashed					
I-C-2	Credit check on over $100 limit report					
I-D-1	Laundry verification					
I-D-2	Prepare rooming report					
I-D-3	Review key report					
I-D-4	Prepare summary report on outstanding debts					
I-D-5	Verify completion of work by employees					
II-A-1	Identify civic organizations and their function					

PERFORMANCE TASK CHECKLIST

FRONT OFFICE CLERK

		Rating				
	Task	1 Poor Work	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent
II-A-3	Identify volunteer groups and their functions					
II-A-4	Determine non-profit public services available and how they function					
III-A-1	Obtain Cooperative Work-station Assignment and complete Training Agreement and Plan					
III-A-2	Complete the Cooperative Work Experience					